

AN ANALYSIS OF READING ACHIEVEMENT AND  
DIFFICULTIES OF COLLEGE STUDENTS

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## CHAPTER I

### INTRODUCTION

#### Rationale

Concepts of reading--what it is, why we read and how we read--have changed periodically. They have changed, first, according to the role of and the need for reading in the lives of individuals and, second, as a result of research, which makes clearer the nature of reading and the basic processes involved.<sup>1</sup>

At one time reading was regarded as a simple unitary process to be mastered once and for all in the early school years; however, from today's point of view, competence in reading, as in all other intellectual activities, is the product of continuous growth and careful guidance throughout school and college years. Consequently, reading authorities now regard reading as a developmental process which, because of its complexity, the nature of its growth and its demand for automatic transition from one stage to the next, should be basic to reading programs for the very good reader as well as the poor reader.<sup>2</sup>

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<sup>1</sup>Harold A. Anderson, et. al., "The Nature and Development of Reading," Reading in the High School and College, The Forty-Seventh Yearbook of the National Society for the Study of Education, Part II (Chicago, Illinois: The University of Chicago Press, 1948), p. 27.

<sup>2</sup>Paul Witty, "Current Role and Effectiveness of Reading Among Youth," Reading in High School and College, The Forty-Seventh Yearbook of the National Society for the Study of Education, Part II (Chicago, Illinois: The University of Chicago Press, 1948), pp. 18-26.

The modern world is a reading world. Now, more than ever, the ability to read efficiently is paramount. Strang, McCullough and Traxler stress the fact that reading is requisite for almost all vocations and for a few professions extensive reading is absolutely essential.<sup>1</sup>

Studies by Gray and Rogers supply convincing evidence of the importance of efficient reading habits in meeting personal needs, in furthering scholastic progress,<sup>2</sup> and in pursuing learning activities that require independent study, reflection, penetrating insight, critical evaluation, and sound judgement.<sup>3</sup>

This concept of reading is of signal importance with regard to college students. As a matter of fact, administrators, both high school and college, recognize (1) the importance and need for reading in the lives of individuals today, (2) the importance of increasing the competency of students in reading, (3) the effectiveness of developmental reading programs for the superior student.

Moreover, the general reading ability of college students is not sufficient to provide them with a basis for thinking independently on many matters of importance.<sup>4</sup> Many college students still read with a

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<sup>1</sup>Ruth Strang, Constance McCullough and Arthur E. Traxler, Problems in the Improvement of Reading (New York: McGraw-Hill Book Company, 1955), p. 65.

<sup>2</sup>William S. Gray and Bernice Rogers, Maturity in Reading--Its Nature and Appraisal (Chicago: The University of Chicago Press, 1956), p. 1.

<sup>3</sup>William S. Gray, "Expanding Frontiers in the Teaching of Reading," New Frontiers in Reading, International Reading Association Conference Proceedings (New York: Scholastic Magazines, 1960), p. 20.

<sup>4</sup>Guy Thomas Buswell, How Adults Read (Chicago: The University of Chicago Press, No. 45, no date), p. 141.

process characterized by marked immaturities in such basic factors as span of recognition, speed of perception, suppression of vocalization, and ability to react intelligently to unfamiliar words.<sup>1</sup> Consequently, the more we know about reading competencies of all college students the better we are able to stimulate and develop in them desirable understandings and skills.

It follows then that since educational institutions are designed to promote the optimum growth and development of all students and since reading is a significant part of this development, every school and college should provide a sound reading program for all students. The validity of the reading program can be decided best by the criteria set forth by Gray.<sup>2</sup> He states that valid reading programs should (1) concern itself with correcting deficiencies among poor readers and providing training for all students in relation to their needs and demands, (2) coordinate reading experiences with other subjects as an aid to learning, (3) involve all staff members, (4) be continuous, (5) be flexible, (6) provide a variety of materials of increasing difficulty, (7) provide a stimulating environment for reading instruction, and (8) continuously evaluate its objectives and effectiveness.<sup>3</sup>

These criteria imply that provisions should be made for assessing the reading attainments and needs of all students. This is determined

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<sup>1</sup>Ibid., p. 143.

<sup>2</sup>William S. Gray, "Nature and Scope of a Valid Reading Program," Reading in the High School and College, The Forty-Seventh Yearbook of the National Society for the Study of Education, Part II (Chicago, Illinois: The University of Chicago Press, 1948), pp. 58-64.

<sup>3</sup>Ibid., pp. 58-64.

best by making a general and/or analytical appraisal of the student. This appraisal consists of administering a series of tests which are (1) standardized reading survey tests, (2) an individual intelligence test, and (3) informal objective tests. These tests should be supplemented by general observations of the reader.<sup>1</sup> An interest inventory, oral reading test, and a visual screening test provide further information regarding the level of the student's reading, the degree of achievement, and the difficulties.

The position taken in this study was that a college reading program should be developmental, that the validity of any program can be judged according to definite criteria, that reading achievement is not determined according to grade level, and that reading appraisals should be made in terms of needs and demands for reading at that level.

#### Definition of Terms

The following list of terms has been defined for the purpose of this study:

Able reader--That reader skilled in recognizing directly and interpreting accurately printed units of language. Also, possessing all of the complex skills which function in an integrated manner to produce efficient reading.<sup>2</sup>

Criterion--Standard.

Evaluation--A set of standards against which data are interpreted and appraised.

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<sup>1</sup>Leo Fay, Reading in the High School, Department of Classroom Teachers, American Educational Research Association of the National Education Association (Washington, D. C., 1956), p. 7.

<sup>2</sup>Carter V. Good, Dictionary of Education (New York: McGraw-Hill Company, 1945), p. 2.

Reading achievement--The successful performance on standardized tests which indicates that the level of reading is equal to or above the reader's maturity level.

Reading difficulty--A specific lack of skill preventing the reader to function effectively.<sup>1</sup>

Reading program--The program includes all conscious and planned efforts to provide training in reading; both developmentally and correctively.

Reading skill--An ability essential to successful performance in reading.<sup>2</sup>

Reading skills--The basic reading skills are vocabulary, comprehension, speed or rate, word recognition, fluency, pronunciation, and expression.

#### Evolution of the Problem

This problem evolved from the researcher's interest in the rapidly expanding role that reading plays in the lives of individuals and felt need for planned reading instruction for students not enrolled in reading. An overview of the present reading program at Spelman led her to attempt to supply valid answers to these questions:

1. Are the able readers of Spelman College as shown by the Iowa Silent Reading test really able and efficient?
2. What, if any, are the difficulties, of the Spelman College students?
3. Are the scope and extent of the present reading program sufficient?
4. Through what means does the present program provide for the continued reading growth of the able reader?
5. What method, if any, could be used to point up the need for expanding the program?

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<sup>1</sup>Ibid., p. 330.

<sup>2</sup>Ibid., p. 373.



6. How well do students read who have never taken a course in reading at Spelman College?

#### Statement of the Problem

The problem central to this study was twofold in that it involved (1) making an appraisal and analysis of the reading achievement and difficulties of thirty Spelman College freshmen whose tested reading achievement levels as shown by the Iowa Silent Reading Test were above the beginning freshman level, and (2) using the findings in evaluating the nature and scope and possible effectiveness of the reading program.

#### Purposes of the Study

The major purposes of the study were to analyze reading skills and techniques of the selected group of college freshmen with concentration upon general and specific skills of comprehension and vocabulary development, and to use these data as implicative of standards basic to a program for improvement and advancement of these skills.

More specifically, this study proposed:

1. To determine the group's
  - a. vocabulary level
  - b. speed of comprehension
  - c. level of comprehension
  - d. general reading achievement
2. To identify strengths and difficulties which these latter measures of general reading performances indicated.
3. To determine the rate at which
  - a. simple content can be comprehended
  - b. paragraphs are normally read at the reader's own level of understanding
4. To identify prevalent strengths and weaknesses in the area of rate of reading.
5. To determine vocabulary skills in
  - a. relationships of words

- b. words in context
  - c. words in isolation
  - d. range of information (words in special subject areas)
- 6. To identify the vocabulary strengths and difficulties reflected through performances on these tests of vocabulary skill.
- 7. To ascertain levels of group proficiency in
  - a. paragraph meaning
  - b. significant details
  - c. related ideas
  - d. drawing inferences
  - e. adequate interpretations of content
- 8. To identify the strengths and difficulties indicated through the group's performances on these tests of more specialized comprehension skills.
- 9. To determine general levels of oral reading, speed and accuracy.
- 10. To identify strengths and difficulties in oral reading.
- 11. To ascertain teachers' and students' reactions to the current reading program and to analyze these data for the purpose of evaluating the nature and scope of the present reading program.
- 12. To draw implications and make recommendations which were pertinent to the present locale of the study and suggestive of further research in populations facing similar problems.

#### Limitations of the Study

The limitations of the study were concerned mainly with the type of subjects and appraisal instruments and may be summarized as follows:

- 1. The appraisals were based primarily on the results obtained through the use of standardized tests, and were not supplemented by the more informal methods of appraisal.
- 2. The study was limited to thirty Spelman College freshmen whose reading levels were on or above 12.7 as revealed by the Iowa Silent Reading Test.

3. The appraisals were made in terms of the group and the only individual appraisal was the oral reading test.

### Locale of the Study

This study was conducted at Spelman College during the school term 1961-62. The school is a small liberal arts college for Negro women, located in Atlanta, Georgia. Although the college has students from a number of states, the greater number of them come from middle class families in the southeast. For the most part this geographical concentration implies that the major portion of the students are products of schools with relatively limited materials and very little systematic guidance in reading beyond the upper elementary grade level.

The reading program is designed to develop reading skills and techniques needed by college students and is essentially corrective as well as developmental in nature. Although upper classmen in need of its services may take advantage of the program, basically it serves freshman students who fall below a certain level on a survey-screening test. During orientation week, freshmen are screened, and a cut-off score is established on the basis of the group's performance. All students falling below this score are scheduled for instruction in reading. During the academic year 1961-62, the reading program served about seventy-five per cent of the freshman class.

Reading classes met three times weekly. In addition to the regular class periods, each student was encouraged to spend at least one hour weekly in the laboratory where work was individualized according to the student's needs in reading skills and techniques.

### Description of the Subjects

The subjects consisted of thirty female freshman students enrolled at Spelman College during the academic year 1961-62. The subjects were drawn at random from freshmen who had scored above the 12.7 level as shown by the Iowa Silent Reading Test.

### Research Procedures

The descriptive-survey method of research, employing the special techniques of testing and statistics, was used in this study. Three different types of standardized instruments used in the study were:

1. Diagnostic Examination of Silent Reading Abilities, Senior Division, Form M, by M. J. Van Wagenen and August Dvorak.
2. Reading Comprehension: Cooperative English Test, Higher Level, C2, Form T, Educational Testing Service by Frederick B. Davis and Mary Willis.
3. Standardized Oral Reading Paragraph by W. S. Gray.

The procedures used were as follows:

1. Permission to conduct this study was obtained from the Dean of Spelman College.
2. Literature pertinent to the study was reviewed and studied.
3. Subjects involved in this study were selected on the basis of the scores made on the Iowa Silent Reading Test. These scores were obtained from the proper authorities.
4. The Cooperative Test was administered in October.
5. The Van Wagenen Test was administered in November.
6. The Oral Reading Test was administered in December.
7. The tests were scored according to directions found in the test manuals.

8. The data obtained through the instruments were assembled into appropriate forms, tables and charts and then statistically treated for the purposes of this study.
9. The statistical findings were analyzed and interpreted.
10. The questionnaire for teachers and students were designed, distributed and tabulated in April.
11. The findings, conclusions and recommendations stemming from the analysis and interpretation of the collected data were written and reported in the finished thesis.

### Survey of Related Literature

A survey of pertinent literature made for this study revealed that the literature was not only vast in quantity but extensive in scope. The tremendous increase in literature, within the past twenty years, may be attributed to the increasing demands being made for efficient reading and a realization among educators of the importance of reading to scholastic success.

An observation of the historical trends in reading revealed that from 1826 to 1900 the purposes of reading were primarily to acquaint the reader with the major problems faced by a growing nation and to understand the duties and responsibilities of a good citizen.<sup>1</sup> The method used for teaching reading was aimed at developing good oral readers.<sup>2</sup>

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<sup>1</sup>William S. Gray and Bernice Rogers, Maturity in Reading-Its Nature and Appraisal (Chicago: The University of Chicago Press, 1956), p. 2.

<sup>2</sup>Harold A. Anderson et. al., "The Nature and Development of Reading," Reading in the High School and College, The Forty-Seventh Yearbook of the National Society for the Study of Education, Part II (Chicago: The University of Chicago Press, 1948), p. 27.

However, the period from 1900 to 1930 presented an entirely different concept of reading, for during this period the demands made upon individuals in meeting personal and social problems were more exacting and imperious. Consequently, reading was focused on the need for extrinsic and intrinsic reading.<sup>1</sup>

As pointed out in a report by the National Committee on Reading in 1925, the aims of teaching reading were to arouse keen interest in reading and to emphasize purpose, adjustment of rate, and comprehension as these were related to all subjects.<sup>2</sup> The reading of adults during this time--1900 to 1930--was chiefly "a significant means of familiarizing adults with current events, with social issues, with community and national problems, and with American institutions, ideas and aspirations." According to Gray and Rogers, the social, political and ethnic problems during the thirties contributed to a change in the concepts of reading. One of the significant results of these developments was increased efforts at all levels to promote greater ability to understand and interpret what was read and to react thoughtfully to the ideas acquired through reading.<sup>3</sup>

From the outbreak of World War II to five years ago, changes in society have made increasing demands upon the individual, youth and adult, for a different type of reading, viz., that of interpreting what

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<sup>1</sup>Ibid., p. 28.

<sup>2</sup>Report of the National Committee on Reading, The Twenty-fourth Yearbook of the National Society for the Study of Education, Part II (Chicago: The University of Chicago Press, 1925), p. 9.

<sup>3</sup>Gray and Rogers, op. cit., p. 5.

was read accurately, of analyzing what was read thoroughly and of using reading as a means to personal and social enjoyment.

The last five years have witnessed a great change in education, and the next decade or two may be the most challenging and exacting ones in the history of education. To this end education is assuming a new outlook, and practically every curriculum is being used to its best advantage.

A further survey of the literature revealed that for about three-quarters of a century psychologists, sociologists, physiologists and educators have studied reading. They have used a variety of ingenious scientific methods to conduct detailed investigations of eye movements in reading, to probe into the nature and mechanics of retention, to determine the point of adequate comprehension, and to examine the whole range of phenomena that make up the act called reading. As a result, most authorities agree that the basic processes involved in the act of reading are

- (1) sensation, the reception of printed or other stimuli through the visual mechanism
- (2) perception, the mechanics of organizing the symbols
- (3) comprehension, the understanding of the symbols
- (4) utilization, the use of the material<sup>1</sup>

The significance of these studies makes manifest the current concept of reading as a many-faceted set of skills, understandings,

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<sup>1</sup>David Russell, Children Learn to Read (Boston: Ginn and Company, 1949), pp. 74-86.

appreciations and attitudes.<sup>1</sup>

The literature revealed that most authorities in the field of reading agree that adequate functioning of certain basic skills--indeed few in number--make for reading achievement and efficiency. As stated by Dearborn and Anderson, these basic skills are

. . .word knowledge, reasoning in reading, determining the author's purpose, intent or point of view; ability to understand explicit statements; ability to follow the organization of a passage; ability to select the main thought of a passage; ability to determine from the context the meaning of unfamiliar words; and the ability to recognize literary devices...<sup>2</sup>

Many authorities in the field of reading now agree that an "efficient" reader is one who

. . .understands what he reads with a purpose, possesses an adequate experience background and word meaning, adjusts his rate to materials, evaluates what he reads, likes to read and reads a variety of materials, uses reading to aid him in solving daily problems and applies what he reads to control his moods, motivate his ambitions and change his attitudes...<sup>3</sup>

In general, all authoritative researchers regard reading as a continuous process of learning, for with each new level of maturity more rigorous demands are made on the reader. College and adult reading requires not only the rapid understanding of more difficult material, but more mature, critical reading necessitating independence in attacking

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<sup>1</sup>Constance M. McCullough, "Differentiating Instructions to Provide for the Needs of Learners Through Materials and Methods," New Frontiers in Reading, International Reading Association Conference Proceedings, Vol. V (New York: Scholastic Magazines, 1960), p. 35.

<sup>2</sup>Irving Anderson and Walter F. Dearborn, The Psychology of Teaching Reading (New York: Ronald Press Company, 1952), p. 318.

<sup>3</sup>Margaret McKim, Guiding Growth in Reading (New York: The Macmillan Company, 1955), pp. 11-15.



unusual and technical words, reading between the lines, reading for different purposes, and integrating what is read with previous experiences.

Belief in the aforementioned concepts of reading resulted in much extensive research on college readers. The purposes were to (1) appraise college reading programs, (2) identify possible causes of achievement and difficulty of college students, (3) measure the expected growth in reading of college students, (4) identify adequate and inadequate reading in higher education, (5) show differences between advanced and retarded readers, and (6) show the need for college reading programs.

A number of successful research studies appraising college reading programs have been made. One such study by Walter Barbe found that out of ninety-five major colleges and universities, 48 schools had a reading clinic for college students and of this number 20 listed courses of a developmental nature with evidence of credit. Three schools reported offering remedial reading, but not in clinical form. "Since three-fourths of the schools answering said they offered reading improvement work this study indicates the importance that colleges have begun to attach to proper reading habits."<sup>1</sup>

Kathleen Ranson, in a study conducted at the University of Missouri, "found that students who worked in the reading clinic increased grade-point averages at the close of the subsequent semester and continued to improve, with significantly higher grade-point averages more than those who did not receive instruction in the clinic. The implications of the study are that the reading clinic is of value in improving reading

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<sup>1</sup>Walter Barbe, "Reading Improvement Services in Colleges and Universities," School and Society, Vol. 74, No. 1907 (July 7, 1951), p. 6.

ability and academic standing among all students."<sup>1</sup>

A study conducted on freshmen at Southern University by Leander Boykin found that among the total group there was an extreme range of scores and variability in reading abilities. Men averaged higher scores than women, while the entire group was poorer in vocabulary than comprehension.<sup>2</sup> This study points out a reading difficulty that is usually common among freshman students.

In general, research tends to show that reading and intelligence scores correlate highly, that reading efficiency is a result of good educational background, and that familial factors play a significant part in reading efficiency.

In an article on college reading, in School and Society, Godfrey states

. . .college students need to develop good reading habits, flexibility, accuracy and oral reading. . . more intensive reading in an effort to develop the ability to comprehend, to make logical inferences, to uncover assumptions and to read between the lines. . . Colleges should train under-graduates to become accurate and critical readers.<sup>3</sup>

That all college students' reading can be improved and that improved reading can affect in a positive manner the academic progress of the students were evident from the survey of the literature.

<sup>1</sup>M. Kathleen Ranson, "An Evaluation of Certain Aspects of the Reading and Study Program at the University of Missouri," Journal of Educational Research, Vol. XLVIII (February, 1955), pp. 451-454.

<sup>2</sup>Leander L. Boykin, "The Reading Performance of Some Negro College Students," Journal of Negro Education, Vol. XXIV (Fall, 1955), p. 436.

<sup>3</sup>William P. Godfrey, "Some Notes on the College Reading Problem," School and Society, Vol. LVII, No. 1914 (August 25, 1961), pp. 114-115.

The literature surveyed revealed that reading programs at the college level differ widely as to organization, type and/or kind.

Further

. . .that the majority of American College administrations do not have a systematic policy of, or extensive program for the improvement of the reading ability of students, . . .that numerous colleges have failed to provide any reading programs even though it has been well established that practically all college students can increase and there is need, among colleges, for adoption of a policy for developing reading aimed toward the broader rather than the narrow mechanized view of reading. . . Moreover there is an urgent need for establishing, to the administration and teachers, the value of reading programs.<sup>1</sup>

In general, the literature revealed that reading programs may be remedial, corrective and/or developmental. Administratively, there are three basic organizations of college reading improvement programs.

These are

(1) as a separate, special service, implemented by some department and staffed by reading specialist; (2) as a part of a language-arts course, offering reading instruction as a unit integrated with a language arts course; and (3) as an intrinsic part of each subject, carried out by subject-matter teachers in their own classrooms.<sup>2</sup>

According to Spache, college reading programs are oriented around three basic types: (1) the mechanistic type of program with emphasis on rote training almost exclusive and drill in vocabulary or comprehension; (2) the individualized type of program, with emphasis on teaching the student new ways of reading, counseling the student and

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<sup>1</sup>Phillip Shaw, "Reading In College," Development In and Through Reading, The Sixtieth Yearbook of the National Society for the Study of Education, Part I (Chicago, Illinois: The University of Chicago Press, 1961), pp. 338-340.

<sup>2</sup>Ibid., pp. 340-344.

providing practice materials for applying the new reading techniques, and (3) the psychologically-oriented approach, with emphasis on group or individual psychotherapy according to the types of personality problems present in the poor reader.<sup>1</sup>

Likewise, Dorothy Bracken found that Reading programs in American Colleges and Universities fall into four general categories: (1) the English-reading class pattern, (2) the communication arts pattern, (3) the orientation pattern, and (4) the reading clinic or laboratory pattern.<sup>2</sup>

The differences in objectives, curriculum, administration, interests and qualifications of teachers, textbooks used, library facilities, and the student body itself may partly account for the diversity of organization, type and/or kind of reading programs found among colleges.<sup>3</sup>

According to William S. Gray, the validity of any reading program can be appraised by the following criteria:

1. Does it concern itself with correcting deficiencies among poor readers and providing training for all students in relation to their needs and demands?

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<sup>1</sup>George Spache, "Trends in College Reading Programs," Evaluating College Reading Programs, The Fourth Yearbook of the Southwest Reading Conference for Colleges and Universities (Fort Worth, Texas: Texas Christian University Press, February, 1955), pp. 43-51.

<sup>2</sup>Dorothy Bracken, "Organization and Administration of College Reading Programs," Evaluating College Reading Programs, The Fourth Yearbook of the Southwest Reading Conference for Colleges and Universities (Fort Worth, Texas: Texas Christian University Press, February, 1955), pp. 81-82.

<sup>3</sup>Shaw, op. cit., p. 345.

2. Does it coordinate reading experiences with other subjects as an aid to learning?
3. Does it involve all staff members?
4. Does it provide a variety of materials of increasing difficulty?
5. Is it a continuous program of instruction and guidance?
6. Is it flexible in its organization?
7. Does it provide for continuous evaluation of its objectives and effectiveness?<sup>1</sup>

Further, the literature revealed the importance of teacher's "accepting the responsibility not only for teaching reading in his or her individual curricular fields but also for varying the objectives, the methods and the materials of instruction for students of differing reading achievement."<sup>2</sup>

In general, all authorities in reading agree that specific instruction in reading in the content areas should be given at every grade level above the second for assuring the continued growth and maturity necessary for proficient reading in content fields.

Since the survey of literature has considered the historical trends of reading, changing concepts for reading, research on reading difficulties, achievements, organization and types of reading programs,

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<sup>1</sup>William S. Gray, "Nature and Scope of a Valid Reading Program," Reading in the High School and College, The Forty-Seventh Yearbook of the National Society for the Study of Education, Part II (Chicago, Illinois: The University of Chicago Press, 1948), pp. 58-64.

<sup>2</sup>Eileen C. Stack, "Reading Achievement A Guide In Content Areas In Grades Ten Through Fourteen," Evaluation of Reading, Supplementary Educational Monographs, No. 88 (Chicago: The University of Chicago Press, 1958), pp. 72-73.

and criteria for a valid reading program, it appeared that another area merited some type of review, that of evaluation.

Evaluation, as applied to education is a relatively new technical term which may have originated as a part of the Progressive Education Revolt. Through the work of Wrightstone and others in the Eight Year Study evaluation gained wider acceptance. The term has been defined in many ways, but most authorities agree on the basic principles involved in evaluation.

Boykin states that "modern evaluation is a comprehensive, cooperatively developed, continuous process of inquiry which analysis must be interpreted and defined in terms of its principles, functions, characteristics and purposes."<sup>1</sup> Likewise, Herrick says "the essential nature of the evaluation process is concerned with the determination of the value of the things we do and is based on the observation of behavior."<sup>2</sup>

Whereas, Summerfield states:

. . .the essential principle in evaluation is for the improvement of instruction in terms of clearly defined objectives making use of appropriate techniques for obtaining the data as to the achievement of the objectives, conclusions, and inferences based on objective evidence rather than wishful thinking.<sup>3</sup>

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<sup>1</sup>L. L. Boykin, "What Is Evaluation?" Journal of Educational Research (March, 1958), Vol. LXI, p. 530.

<sup>2</sup>Virgil E. Herrick, "Purposes and Needs For An Evaluation Program In Reading," Evaluation of Reading, Proceedings of the Annual Conference on Reading (Chicago: The University of Chicago Press, 1958), p. 154.

<sup>3</sup>Roy E. Summerfield, "Problems in Evaluating College Reading Programs," Evaluating College Reading Programs, The Fourth Yearbook of the Southwest Reading Conference for Colleges and Universities (Fort Worth, Texas: Texas Christian University Press, February, 1955), pp. 17-20.

Evaluation as applied to reading and summarized by Helen M.

Robinson states:

1. Reading is a complex process with many facets and, therefore. . .no single or simple means can be used to evaluate this evolving ability. . .
2. There is necessity for identifying objectives and goals [which] should be stated clearly and unanimously agreed upon by the members of the staff of each school.
3. Objectives may be stated in general terms at first but before appraisal can be attempted it is essential to describe the specific types of behavior which characterize each objective.
4. . . .evaluation of successful performance in learning to read at any stage presupposes the understanding of expectations for accomplishment. . .
5. The purpose of evaluation is to improve instruction.
6. Methods for evaluation [include a variety of means.]
7. The limitations of standardized tests in scope and dependability have been clearly recognized.
8. . . .the findings of standardized reading tests, both on the cover and the details within, should enable the teacher, supervisor, and administrator to plan and teach more effectively.
9. Evaluation of reading is not an end in itself but a means to an end. It is a process of assessing progress in reaching goals, attaining objectives, [and] an essential means for helping. . .produce a generation of young adults who are competent to take their places in a rapidly changing world.<sup>1</sup>

It follows then, that any appraisal of student behavior makes use of evaluation for determining the adequacy of instruction in meeting the needs of these students.

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<sup>1</sup>Helen M. Robinson, "Summary and Conclusion," Evaluation of Reading, Proceedings of the Annual Conference on Reading Held at the University of Chicago (Chicago: The University of Chicago Press, 1958), pp. 199-201.

## Description of Data Gathering Instruments

The Cooperative Reading Comprehension Tests, Higher Level, C2, Form T, constitute a part of the Cooperative English Test, which is divided into tests of expression and tests of reading comprehension. The Cooperative Reading Comprehension Tests provide four separate scores: vocabulary, speed of comprehension, level of comprehension, and total reading.

The reading sections of these tests are based on the belief that reading comprehension is essentially a thinking process, a process which requires mental facility in manipulating verbal concepts, a background of experience, and skill in the specialized techniques of reading comprehension.<sup>1</sup>

These three interrelated abilities, when combined with skill in the mechanics of reading, determine the level of comprehension which an individual may attain and also the maximum speed with which he is able to read and comprehend materials of a given level of difficulty for a specific purpose. The tests emphasize the measurement of the thinking processes in reading.

More specifically the Cooperative Reading Tests, High Level, C2, Form T, measure the following reading skills.

1. Literal Level (Surface meaning): Those meanings which are actually visible via the author's statements directly in the material

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<sup>1</sup>The Cooperative Test Manual of Information Concerning the Construction, Interpretation and Use, p. 1.



- A. Details: Specific facts directly stated in the material
  - B. Central Ideas: Directly stated major idea in the selection; the one around which all the other ideas or facts revolve
  - C. Structure: The use and function of punctuation
  - D. Definition of Terms
  - E. Conclusion
- II. Non-literal Level (Depth meanings): Meaning dependent upon the reader's ability to penetrate below the surface of the material to the deeper levels of meaning in it
- A. Structure: The framework upon/around which ideas are organized and presented within a selection; the form in which the ideas, facts, opinions, etc. are presented
  - B. Integration of Ideas: The ability to pick up and coordinate or organize fragments stated in the material into one complete idea
  - C. Interpretation: That which arouses affect on the part of the reader, the author's purposes as seen by the reader, meanings of figurative language, implications suggested by the passage to the reader
  - D. Inference: That which is not directly or literally stated but can be logically derived through analysis of the ideas and information

The Cooperative Reading Comprehension Test is not a diagnostic test in reading; rather it provides objective and reliable information about the capabilities and achievements of each student, making possible the identification of those individuals who merit special provisions because of either distinct handicaps or markedly superior performance.<sup>1</sup>

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<sup>1</sup> Cooperative Test Manual of Direction, p. 11.

In a review of this test J. Paul Leonard concludes that this "test is excellent for a short, quick survey of general abilities."<sup>1</sup>

According to the test manual, other purposes of the test are

To give a preview of the status of an individual. . .so that appropriate placement may be made and later instruction intelligently modified. . . Also, to serve as a partial basis for appraising the curriculum materials and methods of instruction. . .and as a general incentive toward improved teaching and learning. . .and to maintain standards uniformly from year to year.<sup>2</sup>

The scores of this test may be interpreted as scaled scores and in percentile ranks for high school and college students.

The writer also used the Van Wageningen Diagnostic Examination of Silent Reading Abilities, Senior Division, Form M in assessing the reading achievements and difficulties of the subjects. A quotation from the Manual of Directions is exceedingly pertinent in its description.

The Van Wageningen Diagnostic Examination of Silent Reading Abilities, Senior Division, Form M was devised to measure each of five significant phases of reading ability--the ability to see what paragraphs are mainly about the ability to notice details stated in paragraphs, the ability to see the more complex ideas expressed in groups of two or more sentences, the ability to go beyond the statements in paragraphs in forming inferences, and the ability to interpret the content of paragraphs or to see the qualities that characterize the scene, the actions or the characters of individuals portrayed in the paragraphs. At the same time the total reading ability in which each of these five phases is equally represented is measured. In addition to these measurements of the rate at which simple content can be comprehended, the rate at which paragraphs are normally read at the reader's own level

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<sup>1</sup>Oscar Buros (Editor), Third Mental Measurements Yearbook (Highland Park, N. J.: The Gryphon Press, 1930), p. 221.

<sup>2</sup>Cooperative Test Manual of Directions, p. 12.

of understanding, the level of difficulty at which words can be selected to express meanings, the level of difficulty at which the meanings of words are understood, the level of difficulty at which relationships can be manipulated mentally, and the level of difficulty at which ideas are known or the level of general information.<sup>1</sup>

The manual for the Van Wagenen test indicates that both the total and its sub-test have a high degree of discriminative capacity and in the five phases of reading ability the scores show in what areas the individuals are most in need of attention.

Osburn, in a favorable review of this test concludes that it has "high validity as a diagnostic instrument."<sup>2</sup> Traxler, attacks not only the test but Osburn's review as well. Yet Triggs in a critical evaluation of the test points out:

This test is an attempt to answer a real need in diagnosis of reading difficulties at the college level. It is a diagnostic instrument sufficiently long to furnish valuable information on which to plan a remedial program. However, it has certain serious drawbacks.<sup>3</sup>

The number of tasks correctly done on Part II and III may be converted into C-scores found on the answer sheet and, if desired, the C-score may be used to derive an intelligence quotient. Also, the C-score may be interpreted in percentage of understanding.

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<sup>1</sup>Manual of Directions for the Dvorak-Van Wagenen Diagnostic Examination of Silent Reading Abilities, p. 1.

<sup>2</sup>W. J. Osburn, "A Study of the Van Wagenen-Dvorak Examination of Silent Reading Abilities," Educational Records Bulletin (1941), Vol. XXXI, pp. 33-41.

<sup>3</sup>F. O. Triggs, Remedial Reading (Minneapolis: University of Minnesota Press, 1943), p. 180.

The Rate of Reading Scale of Part IV yields "neither a C-score nor a t-score but the numbers of words read per minute with understanding."<sup>1</sup>

The reliability coefficients for the test are not given in the manual, for according to the manual coefficient reliability gives the teacher no clue as to the accuracy of the scores made on the scale.<sup>2</sup>

The Standardized Oral Reading Paragraphs comprise an individual test consisting of twelve carefully graded paragraphs. This test yields a score which can be translated into grade levels of reading achievement from grade 1.4 to 8.0. Also, the oral reading rate of a subject can be determined by the number of seconds required to read a paragraph.<sup>3</sup>

This test provides an opportunity for analyzing the presence or absence of fundamental reading skills which are (a) fluency, (b) general word recognition, (c) use of context, (d) attack on unknown words, (3) specific difficulties in word attack, (f) use of voice, and (g) postural habits.

Findings and interpretations based on the use of these instruments are presented in the chapter which follows.

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<sup>1</sup>Manual of Directions for the Dvorak-Van Wagenen Diagnostic Examination of Silent Reading Abilities, p. 15.

<sup>2</sup>Ibid., p. 18.

<sup>3</sup>William S. Gray, Standardized Oral Reading Paragraphs (Bloomington, Illinois: Public School Publishing Company), n. p.

## CHAPTER II

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction

This chapter represents the researcher's attempts to achieve the primary purpose of the study, which was to analyze the reading skills and techniques of a selected group of college freshmen. Concentration was upon general and specific skills of comprehension and vocabulary development in order to use these data as implicative of standards basic to a program for improvement and advancement of these skills. In order to accomplish this end three tests were administered: The Co-operative Reading Test, Higher Level, C<sub>2</sub>, Form T; Van Wagenen Diagnostic Examination of Silent Reading Abilities, Senior Division, Form M; and Standardized Oral Reading Paragraphs.

The Cooperative Reading Test was administered in an attempt to answer the first two purposes of the study, that is, to determine the group's vocabulary level, speed of comprehension, level of comprehension, and total reading achievement, and to identify strengths and difficulties as indicated by these latter measures.

The Van Wagenen Diagnostic Examination of Silent Reading Abilities was administered in an attempt to determine the rate at which simple content was comprehended; to ascertain how paragraphs were normally read at the reader's own level of understanding; to identify prevalent

strengths and weaknesses in the area of rate of reading; to determine vocabulary skills in relationship of words, words in context, words in isolation, and range of information; to identify the vocabulary strengths and difficulties as reflected through performances on these tests of vocabulary skill; to ascertain levels of group proficiency in paragraph meaning, significant details, related ideas, drawing inferences and making adequate interpretation of contents. The researcher hoped to identify the strengths and difficulties indicated through the group's performances on these tests of more specialized comprehension skills.

The Standardized Oral Reading Paragraphs were administered to determine general levels of oral reading as well as accuracy, strengths and difficulties in oral reading. Results of the subjects' performances on the aforementioned tests have been used as data necessary to the analysis. The data obtained have been treated statistically in accordance with accepted criteria and presented in order that the statements set forth in the purposes may be explained.

#### Procedures for Treatment of Data

The statistical measures used in the presentation and analysis of the data from the Cooperative Reading Test and the Van Wagenen Diagnostic Examination of Silent Reading Abilities were confined mainly to descriptive measures which included percentages, means, standard deviation, and measures of variability. The necessary graphs, tables and figures illustrative of these statistical measures have been included for a clearer portrayal of the groups' reading skills and/or abilities.

Frequency distributions of all scores were made, and the mean was computed. The mean was used as a score representative of the group. The median was used to show the mid-point of the group. The standard deviation was used as the measure of dispersion. For determining the reliability of the statistics the standard error of the mean was computed.

The symbols used to refer to these descriptive measures are  $\bar{X}$  - mean, S - standard deviation,  $S^2$  - variance, Sem - standard error of the mean, and Mdn. - median.

The Standardized Oral Reading Paragraphs have been tabulated according to individual oral reading errors and presented on the basis of a group summary and in a check list form. During the time each subject read, the exact error and the time required for reading were recorded to ascertain the general levels of speed and accuracy of oral reading.

#### Results of the Freshmen's General Reading Test Performances

Vocabulary test performances.—Data pertaining to performances of the college freshmen on the vocabulary section of the Cooperative Reading Test are presented in tabular form in Table 1. According to Table 1, the lowest score obtained by any of the subjects was 35, and the highest score was 79.

As shown in Table 1, the pattern of these data reached a peak at 45, with a modal score of 47.5, a median score of 50.00, and a mean score of 51.27. The reliability of estimate of the sample was 1.40; hence, it was assumed that another sample taken from the same population would have a mean of 51.27  $\pm$  1.40 at least two-thirds of the time.

Further observations of this set of data revealed that the group was not extreme in its dispersion. The range of 44 encompassed a clear distinction of high, low and average vocabulary levels, with a standard deviation of 7.66, which showed 68.26 per cent of the scores to be between 43.64 and 58.96. Although this distribution had a slight tendency to shift toward the right, the clustering of scores about the mean led the writer to conclude that the freshmen were fairly homogeneous in vocabulary test performances.

In terms of grade placement, the conclusions drawn from this set of data supported the "typicalness" of the mean of 51.27 which, according to test norms, was very close to twelfth grade level or at the 27th percentile for entering college freshmen. The tendency toward positive skewness, was considered normal for this size sampling.

Significant facts computed from an item analysis of the vocabulary test showed that 83 per cent of the subjects read the entire section but gave a large number of incorrect responses; consequently, the total score for each individual was low. This may account for the relatively low mean of 51.27. The beginning items presented little difficulty for the subjects, for more than half of them gave correct responses to them. The items following number 21 appeared to be more difficult for the subjects, since more than one-half of them gave incorrect responses.



TABLE 1

CUMULATIVE FREQUENCY DISTRIBUTION AND PERCENTAGES SHOWING THE  
SCORES OF 30 SPELMAN COLLEGE FRESHMEN ON THE VOCABULARY  
TEST OF THE COOPERATIVE READING TEST

Scaled Scores	Frequency	Cumulative Frequency	Cumulative Percentage
75-79	1	30	100.00
70-74	0	29	96.66
65-69	1	29	96.66
60-64	1	28	93.33
55-59	6	27	90.00
50-54	7	14	46.66
45-49	9	5	16.66
40-44	4	1	3.33
35-39	1		
N = 30			

$\bar{X}$	= 51.27
S	= 7.66
$s^2$	= 58.7157
$S_{em}$	= 1.40
Mdn.	= 50.0

Speed of comprehension performances.—Data pertaining to performances of the subjects on the speed of comprehension section of the Cooperative Reading Test are presented in Table 2. According to Table 2, the lowest scores obtained by the subjects were 45, and the highest score obtained by any of the subjects was 79. Over one-half of the scores were between these two extremes.

TABLE 2

CUMULATIVE FREQUENCY DISTRIBUTION AND PERCENTAGES SHOWING THE  
SCORES OF 30 SPELMAN COLLEGE FRESHMEN ON THE SPEED OF  
COMPREHENSION TEST OF THE COOPERATIVE READING TEST

Scaled Scores	Frequency	Cumulative Frequency	Cumulative Percentage
74-79	1	30	100.00
70-74	1	29	96.66
65-69	4	28	93.33
60-64	7	24	80.00
55-59	10	17	56.66
50-54	4	7	23.33
45-49	3	3	10.00

N = 30

$\bar{X}$  = 59.0  
 $S$  = 7.01  
 $s^2$  = 49.2666  
 $S_{em}$  = 1.28  
 $Mdn.$  = 59.0

The pattern of the data as shown in Table 2 reached its peak at 55, with a modal score of 57.5, a median score of 59.0, and a mean score of 59.0.

The reliability of estimate of the samples was expressed by standard error of the mean as 1.28; hence, another sample taken from the same population would have a mean of  $59.0 \pm 1.28$  at least two-thirds of the time.

Further observations of this set of data revealed that the group was not extreme in its dispersion. The range of 30 encompassed a clear distinction of high, low and average speed of comprehension levels, with a standard deviation of 7.01 which showed 68.26 per cent of the scores to be between 51.99 and 66.01. The clustering of scores about the mean led the writer to conclude that the freshmen were fairly homogeneous in speed of comprehension test performances.

In terms of grade placement, the conclusions drawn from this set of data supported the "typicalness" of the mean of 59.0 which, according to test norms, was very close to twelfth grade level or at the 27th percentile for entering college freshmen. Confidence could be placed in this conclusion, for the distribution was considered normal for this size sampling of the speed of comprehension levels of this freshman population.

Level of comprehension test performances.--Data pertaining to performances of the college freshmen on the level of comprehension section of the Cooperative Reading Test are presented in Table 3. Table 3 shows that the lowest scores made by the subjects were 45, and the highest scores made were 99. Between these two extremes were over two-thirds of the scores.

The pattern of these data as shown in Table 3 reached a peak at 60 with multimodal scores of 57.5, 62.5 and 67.5, a median score of 63.0 and a mean score of 66.93. The reliability of estimate of the sample was 2.18. This was expressed by the standard error of the mean; thus, another sample taken from the same population would have a mean of  $66.93 \pm 2.18$  at least two-thirds of the time.

TABLE 3

CUMULATIVE FREQUENCY DISTRIBUTION AND PERCENTAGES SHOWING THE  
SCORES OF 30 SPELMAN COLLEGE FRESHMEN ON THE LEVEL OF  
COMPREHENSION TEST OF THE COOPERATIVE READING TEST

Scaled Scores	Frequency	Cumulative Frequency	Cumulative Frequency
95-99	2	30	100.00
90-94	0	28	93.33
85-89	1	28	93.33
80-84	2	27	90.00
75-79	1	25	83.33
70-74	2	24	80.00
65-69	6	22	73.33
60-64	7	16	53.33
55-59	6	9	30.00
50-54	1	3	10.00
45-49	2	2	6.66
N = 30			
$\bar{X}$	= 66.93		
S	= 11.93		
$s^2$	= 142.5289		
$S_{em}$	= 2.18		
Mdn.	= 63.		

Further observations of this set of data revealed that the scores were widely spread throughout the distribution with a range of 50 and a standard deviation of 11.93. This trend toward heterogeneity in comprehension abilities was also reflected in the fact that 68.26 per cent of the scores fell between 55.00 and 78.86. Furthermore, this distribution showed a tendency to shift to the left; hence, there was a

wider spread on the left-hand side of the distribution which probably indicated less homogeneity.

The conclusions drawn from this set of data did not fully support the "typicalness" of the mean of 66.93, which was above senior college level or at the 79th percentile for entering college freshmen. Therefore, only limited confidence could be placed in this conclusion, since the decided tendency toward negative skewness seemed to indicate that the distribution was not normal for this size sample.

Total reading test performances.---Data pertaining to performances of the college freshmen on total comprehension section of the Cooperative Reading Test are presented in tabular form in Table 4. According to Table 4, the lowest score obtained by any of the subjects was 45, and the highest score was 79. Eighty-three per cent of the scores fell between the two extremes. Seventy per cent fell between 50 and 64.

The pattern of these data as shown in Table 4 reached a peak at 55, with a modal score of 57.5, a median score of 59.57. The reliability of estimate of the sample was expressed by the standard error of the mean as 1.59; hence, it was assumed that another sample taken from the same population would have a mean of  $59.57 \pm 1.59$  at least two-thirds of the time.

Further observations of this set of data revealed that the group was not extreme in its dispersion. The range of 34 encompassed a clear distinction of high, low, and average total comprehension levels, with a standard deviation of 7.56, which showed 68.26 per cent of the scores to be between 52.04 and 67.16. Although this distribution had a slight tendency to shift toward the right, the clustering of scores about the

TABLE 4

CUMULATIVE FREQUENCY DISTRIBUTION AND PERCENTAGES SHOWING THE  
SCORES OF 30 SPELMAN COLLEGE FRESHMEN ON THE TOTAL READING  
COMPREHENSION OF THE COOPERATIVE READING TEST

Scaled Scores	Frequency	Cumulative Frequency	Cumulative Percentage
75-79	2	30	100.00
70-74	2	28	93.33
65-69	2	26	86.66
60-64	7	24	80.00
55-59	10	17	33.33
50-54	4	7	16.00
45-49	3	3	10.00
N = 30			
<hr/>			
$\bar{X}$	= 59.57		
S	= 7.56		
$S^2$	= 57.1789		
$S_{em}$	= 1.59		
Mdn.	= 59.		

mean led the writer to conclude that the freshmen were fairly homogeneous in the total comprehension test performances.

In terms of grade placement, the conclusions drawn from this set of data supported the "typicalness" of the mean of 59.57 which, according to test norms, was slightly above twelfth grade level or at the 53rd percentile for entering college freshmen. Confidence could be placed in this conclusion, for, despite the tendency toward positive skewness, the distribution was considered normal for this size sampling of the total reading comprehension levels of this freshman population.

Strengths and difficulties identified through general test performances.

Strengths.--The Cooperative Reading Test disclosed strengths of the college freshmen in the area of level of comprehension at the senior college level. The exceptionally good performance in level of comprehension probably caused the total reading score to be equivalent to entering college freshmen. The group's performances in the area of level of comprehension were impressive, considering its limited performances on the vocabulary and speed of comprehension sections.

Difficulties.--As shown by the Cooperative Reading Test, the difficulties of the college freshmen in general reading were pointed up in the areas of vocabulary and speed of comprehension. Since the majority of the words in this particular test was near the lower levels of the Thorndike Word List, the performances evidenced in the area of vocabulary were near the 12th grade level. This indicated limited performance for a select group of college freshmen. Then, too, performances in the area of speed of comprehension were poor. Also, the decrease in competence on the more difficult items of the test was interpreted as indicative of limited vocabulary development.

#### Results of the Freshmen's Performances on More Specialized Tests of Reading Abilities

Rate of reading test performances on simple content.--Data pertaining to the performances of the college freshmen on the Van Wagenen Rate of Reading simple content are presented in Table 5. As illustrated in the table, the lowest rate of words per minute was 149.5, whereas the highest rate was 329.5. Twenty-five or 83 per cent of the scores

TABLE 5

CUMULATIVE FREQUENCY DISTRIBUTION AND PERCENTAGES SHOWING THE  
 SCORES OF 30 SPELMAN COLLEGE FRESHMEN ON THE RATE OF  
 READING SCALE OF THE VAN WAGENEN DIAGNOSTIC  
 EXAMINATION OF SILENT READING ABILITIES

Words Per Minute	Frequency	Cumulative Frequency	Cumulative Percentage
320-339	2	30	100.00
300-319	3	28	93.3
280-299	0	25	83.5
260-279	7	25	83.5
240-259	6	18	60.0
220-239	1	12	40.0
200-219	3	11	36.6
180-199	4	8	26.6
160-179	1	4	13.3
140-159	3	3	10.0
N= 30			
$\bar{X}$ = 240.1 $S^2$ = 280.7 $S$ = 53.0 $S_{em}$ = 9.68 $Mdn.$ = 260.79			

evidenced the two extremes.

Thirteen per cent or 4 of the freshmen read below 168 words per minute, and 17 per cent or 5 read at or above 300. Seventy per cent of the freshmen read between 180 and 279 words per minute.

The pattern of these data as shown in Table 5 reached a peak at 279 with a modal score of 269.5, a median score of 260.79 and a mean



score of 240.1. The standard error of the mean established the reliability of the estimate of the sample. Another sample taken from the same population would have a mean of  $240.1 \pm 9.68$  at least two-thirds of the time.

Other observations of this set of data revealed a wide spread of scores not concentrated near or around the mean with a range of 180.0 and a standard deviation of 53.0. This distribution showed a tendency to shift to the right; hence, there is a wider spread of scores on the right hand side of the distribution.

The conclusions drawn from this set of data on the Van Wagenen Rate of Reading Test were that a mean score of 240.1, which represented a rate comparable to entering college freshmen was indicative of a trend in the group, but that the heterogeneity of scores did not permit the assumption that a rate of 240.1 words per minute was typical of these freshmen.

Strengths and weaknesses in rate of reading.--

Strengths.--The strengths of the college freshmen in rate of reading as shown by the speed of comprehension test of the Cooperative Reading Test and the Van Wagenen Rate of Reading on simple content were not evidenced by performances on either of the tests.

Weaknesses.--The weaknesses of the college freshmen in rate as shown by their performances on the speed of comprehension of the Cooperative Reading Test and the Van Wagenen Rate of Reading on simple content were clearly evidenced. Confidence could be placed in this conclusion, since "t" was -46.25 and less than the level of significance needed for a "t" at the five per cent level of confidence. It was

concluded, therefore, that no significant differences existed between the performances on either test. Therefore, in rate of reading the two types of materials the performances showed close relationships and weaknesses in the area of rate.

Perception of relations.--Data concerning the performances of the college students on the perception of relations test of the Van Wagenen Diagnostic Examination of Silent Reading Abilities are presented in Table 6. This table shows that the lowest score obtained by any of the subjects was 78.5 and the highest 108.5. Ninety-three per cent of the scores fell between these two extremes.

TABLE 6

CUMULATIVE FREQUENCY DISTRIBUTION AND PERCENTAGES SHOWING THE SCORES OF 30 SPELMAN COLLEGE FRESHMEN ON THE PERCEPTION OF RELATIONS TEST OF THE VAN WAGENEN DIAGNOSTIC EXAMINATION OF SILENT READING ABILITIES

Scaled Scores	Frequency	Cumulative Frequency	Cumulative Percentage
107-109	1	30	100.00
104-106	1	29	97.00
101-103	1	28	93.00
98-100	0	27	90.00
95-97	3	27	90.00
92-94	5	24	80.00
89-91	7	19	63.00
86-88	4	12	40.00
83-85	4	8	26.00
80-82	3	4	13.00
77-79	1	1	3.00
N = 30			

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$\bar{X}$  = 90.  
 $S$  = 6.9  
 $S^2$  = 48.6  
 $S_{em}$  = 1.45  
 $Mdn.$  = 90.79

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The pattern of these data as shown in Table 6 reached a peak at 90.5 with a modal score of 90.5, a median score of 90.79, and a mean score of 90.0. The reliability of estimate of the sample is expressed by the standard error of the mean as 1.45; hence, another sample drawn from the same population would have a mean 90.0  $\pm$  1.45 at least two-thirds of the time.

Further observations of this set of data revealed that the group was not extreme in its dispersion. The range of 30 encompassed a clear distinction of high, low and average perception of relations levels, with a standard deviation 6.9, which showed 68.26 per cent of the scores between 83.1 and 96.9.

The conclusions drawn from this set of data on the perception of relations test supported the mean of 90, which was equivalent to a grade level of 13.0 and adequate for beginning college freshmen. Confidence could be placed in this conclusion for the distribution was considered normal for this size sampling upon whom this test of perception of relations was standardized and supported the "typicalness" of the group.

Vocabulary in context.--Table 7 contains data pertinent to the analysis of the performances of the college freshmen in vocabulary in context. According to the table, the lowest score made by any of the subjects was 87.5, and the highest score was 120.5. Over one-half of the scores fell between these two extremes.

The pattern of these data as shown in Table 7, is multimodal with a median score of 98.10 and a mean score of 100.71. The reliability of estimate of the sample was expressed by the standard error of the mean

of 1.82. Thus, another sample selected from the same population would have a mean of 100.71  $\pm$  1.82 at least two-thirds of the time.

TABLE 7

CUMULATIVE FREQUENCY DISTRIBUTION AND PERCENTAGES SHOWING THE  
SCORES OF 30 SPELMAN COLLEGE FRESHMEN ON VOCABULARY IN  
CONTEXT OF THE VAN WAGENEN DIAGNOSTIC EXAMINATION  
OF SILENT READING ABILITIES

Scaled Scores	Frequency	Cumulative Frequency	Cumulative Percentage
119-121	1	30	100.00
116-118	1	29	96.00
113-115	1	28	93.00
110-112	2	27	90.00
107-109	2	25	85.00
104-106	5	23	76.00
101-103	1	18	60.00
98-100	5	17	56.00
95-97	5	12	40.00
92-94	2	7	23.00
89-91	3	5	16.00
86-88	2	2	6.00
N = 30			

$\bar{X}$	=	100.71
S	=	8.7
$s^2$	=	75.7
$s_{em}$	=	1.82
Mdn.	=	98.10

Other observations of this set of data revealed that the group was not extreme in its dispersion. The range of 33 encompassed a clear distinction of high, low and average vocabulary in context levels, with a standard deviation of 8.7 which showed 68.26 per cent of the scores to be between 92.01 and 109.41. Although this distribution had a slight tendency to shift toward the left, the clustering of scores about the mean led the writer to conclude that the freshmen were fairly homogeneous in vocabulary in context test performances.

The conclusion drawn from this set of data on the vocabulary in context of the Van Wageningen Diagnostic Examination of Silent Reading Abilities was that the mean of 100.71 represented a level of performance approximately equivalent to a grade level of 12.9. The mean of the data did not fully support the "typicalness" of the group.

Vocabulary in isolation.--Table 8 contains data pertinent to the analysis of the performances of the college freshmen in vocabulary in isolation. The lowest score made by the subjects was 90.5, the highest 120.5. Twenty-six or 87 per cent of the scores fell between these two extremes.

The pattern of these data as shown in Table 8 reached a peak at 102.5, a median score of 102.0, and a mean score of 103.68. The reliability of estimate of the sample was determined through computation of a standard error of the mean of 1.55; hence, it was assumed that another sample taken from the same population would have a mean of  $103.68 \pm 1.55$  at least two-thirds of the time.

Further observations of this set of data revealed that the group was not extreme in its dispersion. The range of 30.0 encompassed a

TABLE 8

CUMULATIVE FREQUENCY DISTRIBUTION AND PERCENTAGES SHOWING THE  
 SCORES OF 30 SPELMAN COLLEGE FRESHMEN ON VOCABULARY IN  
 ISOLATION OF THE VAN WAGENEN DIAGNOSTIC EXAMINATION  
 OF SILENT READING ABILITIES

Scaled Scores	Frequency	Cumulative Frequency	Cumulative Percentage
119-121	1	30	100.00
116-118	1	29	97.00
113-115	0	28	93.00
110-112	2	28	93.00
107-109	6	26	86.00
104-106	1	20	66.00
101-103	8	19	63.00
98-100	3	11	36.00
95-97	3	8	26.00
92-94	3	5	16.00
89-91	2	2	6.00
N = 30			

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$\bar{X}$	= 103.68
S	= 7.41
$S^2$	= 55.08
$S_{em}$	= 1.55
Mdn.	= 102.0

---

clear distinction of high, low, and average vocabulary in isolation levels, with a standard deviation of 7.41, which showed 68.26 per cent of the scores to be between 96.27 and 111.09. Although this distribution had a slight tendency to shift toward the left, the clustering of the

scores about the mean led the writer to conclude that the freshmen were fairly homogeneous in vocabulary in isolation test performances.

We may conclude from this set of data that the mean of 103.68 was comparable to the rating of college freshmen upon whom this test of vocabulary in isolation was standardized.

Range of information.--Table 9 contains the data relevant to the analysis of the performances of the college freshmen in range of information on the Van Wageningen Diagnostic Examination of Silent Reading Abilities.

Table 9 reveals that the lowest score made by any of the subjects was 84.5, the highest 108.5. Twenty-eight or 93 per cent of the scores fell between these two extremes.

The pattern of these data as shown in Table 9 reached a peak at 93.5. The modal score was 93.5, the mean score 92.19, and the median score 92.82. The reliability of estimate of the sample was expressed by the standard error of the mean as 1.19. Therefore, another sample taken from the same population could be expected to have a mean of  $92.19 \pm 1.19$  at least two-thirds of the time.

Other observations of this set of data revealed that the group was not extreme in its dispersion. The range of 24.0 encompassed a clear distinction of high, low, and average range of information vocabulary levels, with a standard deviation of 5.73, which showed 68.26 per cent of the scores to be between 86.46 and 97.92. Although this distribution had a slight tendency to shift toward the right, the clustering of scores about the mean led the writer to conclude that the freshmen were fairly homogeneous in range of information test performances.

TABLE 9

CUMULATIVE FREQUENCY DISTRIBUTION AND PERCENTAGES SHOWING THE  
 SCORES OF 30 SPELMAN COLLEGE FRESHMEN ON RANGE OF  
 INFORMATION OF THE VAN WAGENEN DIAGNOSTIC  
 EXAMINATION OF SILENT READING  
 ABILITIES

Scaled Scores	Frequency	Cumulative Frequency	Cumulative Percentage
107-109	1	30	100.00
104-106	0	29	96.00
101-103	2	29	96.00
98-100	5	27	90.00
95-97	2	22	73.00
92-94	9	20	36.00
89-91	7	11	36.00
86-88	3	4	13.00
83-85	1	1	3.00
N = 30			
$\bar{X}$	= 92.19		
S	= 5.73		
$s^2$	= 32.89		
$S_{em}$	= 1.19		
Mdn.	= 92.82		

We may conclude from this set of data that the mean of 92.19 was comparable to the rating of college freshmen and supported the "typicalness" of the group.

Strengths and difficulties reflected through background and vocabulary test performances .--

Strengths.--The strengths of thirty college freshmen in background



and vocabulary skills appeared to lie in perception of relations, vocabulary in isolation, and range of information. These tests showed decided tendencies toward levels of performances expected of a selected group of college freshmen.

Difficulties.--The difficulty of the thirty college freshmen in vocabulary skills was in vocabulary in context. While not entirely a poor one, this performance on the part of the group was not representative of a select group of college freshmen.

Central thought.--Table 10 consists of the data based on the performances of thirty college freshmen on the central thought test of the Van Wageningen Diagnostic Examination of Silent Reading Abilities. As shown in the table, the lowest score made by the subjects was 87.5, while the highest was 102.5. Twenty-six or 77 per cent of the scores fell between these extremes.

The pattern of these data as shown in Table 10 reached a peak at 96.5 with a modal score of 96.5, a median score of 95.0, and a mean score of 95.58. The reliability of estimate of the sample was expressed by the standard error of the mean as 1.13; hence, another sample taken from the same population would be expected to have a mean of 95.58  $\pm$  1.13 at least two-thirds of the time.

Additional observations of this set of data showed most of the scores spread about evenly throughout the distribution with a larger cluster near the mean. The range of the distribution was 15.0, with a standard deviation of 5.38; thus, 68.26 per cent of the scores fell between 90.20 and 100.86. Although this distribution had a slight tendency to shift toward the right, the clustering of scores about the mean

led the writer to conclude that the freshmen were fairly homogeneous in central thought test performances.

TABLE 10

CUMULATIVE FREQUENCY DISTRIBUTION OF PERCENTAGES SHOWING THE SCORES OF 30 SPELMAN COLLEGE FRESHMEN ON CENTRAL THOUGHT OF THE VAN WAGENEN DIAGNOSTIC EXAMINATION OF SILENT READING ABILITIES

Scaled Scores	Frequency	Cumulative Frequency	Cumulative Percentage
101-103	5	30	100.00
98-100	4	25	82.00
95-97	12	21	69.00
92-94	3	9	29.00
89-91	4	6	19.00
86-88	2	2	6.00
N = 30			
$\bar{X}$	= 95.58		
S	= 5.38		
$s^2$	= 29.1		
$s_{em}$	= 1.13		
Mdn.	= 95.0		

The conclusions drawn from this set of data as shown by the performances of thirty college freshmen on the test of central thought were that the mean of 95.58 which was comparable to a performance between 11.0 and 12.0 grade level and supported the "typicalness" of the group.

Simple details.--Table 11 presents data applicable to the analysis of the performance of thirty college freshmen in simple details on the Van Wageningen Diagnostic Examination of Silent Reading Abilities. The

table shows that the lowest score made by any of the subjects was 84.5 and the highest scores made were 111.5. Twenty-six per cent of the scores fell between these extremes.

The pattern of these data as shown in Table 11 reached a peak at 96.5 with a modal score of 96.5, a mean score of 98.4, and a median score of 96.99. The reliability of estimate of the sample was expressed by the standard error of the mean as 1.28. Therefore, another sample taken from the same population could be expected to have a mean of  $98.4 \pm 1.28$  at least two-thirds of the time.

Additional observations of the set of data showed that the scores were relatively close in distribution with only a few showing marked deviations. The range of the distribution was 27.0 with a standard deviation of 6.1. Sixty-eight and twenty-six hundredths per cent of the scores fell between 92.3 and 104.5, with a score -3 standard deviation units below the mean, and three scores  $\pm 3$  standard deviation units above the mean. Furthermore, this distribution showed a tendency to shift to the right of the mean, but, despite this tendency toward positive skewness, for this size sample, the distribution was described as normal.

From the performances of these thirty college freshmen, it was concluded that on the test of simple details the mean of 98.4 could be accepted as a grade level between 12.5 and 12.9.

TABLE 11

CUMULATIVE FREQUENCY DISTRIBUTION AND PERCENTAGES SHOWING THE  
 SCORES OF 30 SPELMAN COLLEGE FRESHMEN ON SIMPLE DETAILS OF  
 THE VAN WAGENEN DIAGNOSTIC EXAMINATION OF SILENT  
 READING ABILITIES

Scaled Scores	Frequency	Cumulative Frequency	Cumulative Percentage
110-112	3	30	100.00
107-109	0	27	90.00
104-106	1	27	90.00
101-103	8	26	86.00
98-100	1	18	60.00
95-97	12	17	56.00
92-94	2	5	16.00
89-91	2	3	10.00
86-88	0	1	3.00
83-85	1	1	3.00
N = 30			

$\bar{X}$  = 98.4  
 $S$  = 6.1  
 $S^2$  = 37.86  
 $S_{em}$  = 1.28  
 Mdn. = 96.99

Related ideas.--Table 12 contains data relevant to the analysis of the performances of college freshmen in related ideas on the Van Wageningen Diagnostic Examination of Silent Reading Abilities. The lowest scores made by the subjects were 90.5 and the highest score was 111.5. Twenty-four or 90 per cent of the scores fell between the two extremes.

TABLE 12

CUMULATIVE FREQUENCY DISTRIBUTION AND PERCENTAGES SHOWING THE  
 SCORES OF 30 SPELMAN COLLEGE FRESHMEN ON RELATED IDEAS OF  
 THE VAN WAGENEN DIAGNOSTIC EXAMINATION OF SILENT  
 READING ABILITIES

Scaled Scores	Frequency	Cumulative Frequency	Cumulative Percentage
110-112	1	30	100.00
107-109	1	29	96.00
104-106	2	28	93.00
101-103	9	26	86.00
98-100	1	17	56.00
95-97	8	16	53.00
92-94	3	8	26.00
89-91	5	5	16.00
N = 30			
$\bar{X}$ = 98.6 $S$ = 5.7 $S^2$ = 32.67 $S_{em}$ = 1.19 $Mdn.$ = 101.16			

Table 12 shows that the **pattern** of these data reached a peak at 102.5, with a modal score of 102.5, a median score of 101.16, and a mean score of 98.6. The reliability of estimate of the sample was expressed by the standard error of the mean as 1.19; hence, it was assumed that another sample taken from the same population would have a mean of 98.6  $\pm$  1.19 at least two-thirds of the time.

We may observe further that this set of data showed considerable cluster of scores near the mean with a range of 21.0 and a standard

deviation of 5.7. Furthermore, the fact that 68.26 per cent of the scores fell between 92.9 and 104.3 minimized the effect of the fact that this distribution showed a tendency toward negative skewness and may be considered normal for this sample. From this set of data it was concluded that the mean of 98.6 was substantially representative of a level of performance near a grade equivalent 12.6 on the test of related ideas and showed the "typicalness" of the group.

Inferences.---Table 13 presents the data pertinent to the analysis of the performances of the college freshmen on the test of inferences of the Van Wageningen Diagnostic Examination of Silent Reading Abilities.

The table indicates that the lowest scores made by the subjects were 87.5 and the highest score was 108.5. Between these two extremes 87 per cent or twenty-six of the scores were found.

The pattern of these data as shown in Table 13 reached a peak at 96.5 with a modal score of 96.5, a median score of 95.10, and a mean score of 94.98. The reliability of estimate of the sample was expressed by the standard error of the mean as 1.13. Therefore, another sample selected from the same population would have a mean of  $94.98 \pm 1.13$  at least two-thirds of the time.

We may observe further, that this set of data revealed that the group was not extreme in dispersion. The range of 21.0 showed a clear distinction of high, low, and average performances, with a standard deviation of 5.4, which showed 68.26 per cent of the scores between 89.58 and 100.38. Although this distribution showed tendency toward negative skewness, the large clustering of scores about the mean led

the writer to conclude that the freshmen were fairly homogeneous in inference test performances.

TABLE 13

CUMULATIVE FREQUENCY DISTRIBUTION AND PERCENTAGES SHOWING THE  
SCORES OF 30 SPELMAN COLLEGE FRESHMEN ON INFERENCES OF  
THE VAN WAGENEN DIAGNOSTIC EXAMINATION OF SILENT  
READING ABILITIES

Scaled Scores	Frequency	Cumulative Frequency	Cumulative Percentage
107-109	1	30	100.00
104-106	1	29	96.00
101-103	4	28	93.00
98-100	1	24	80.00
95-97	10	23	76.00
92-94	4	13	43.00
89-91	6	9	30.00
86-88	3	3	10.00
N= 30			
$\bar{X}$	= 94.98		
S	= 5.4		
S <sup>2</sup>	= 29.26		
S <sub>em</sub>	= 1.13		
Mdn.	= 95.10		

In terms of grade placement, the conclusions drawn from this set of data supported the "typicalness" of the mean of 94.98 which was substantially representative of a level of performance near a grade equivalent of 11.5. Confidence could be placed in this conclusion, for, despite

the tendency toward negative skewness the distribution was considered normal for this sampling of the inference levels of this freshman population.

Interpretation.--Table 14 contains the data pertinent to the analysis of performances of the college freshmen on the test of interpretation of the Van Wagenen Diagnostic Examination of Silent Reading Abilities. The lowest score made by any of the subjects was 84.5 and the highest score was 108.5. Twenty-eight or 93 per cent fell between the two extremes.

The pattern of these data as shown in Table 14 was bimodal with a median score of 103.5 and a mean score of 95.28. The reliability of estimate of the sample was expressed by the standard error of the mean as 1.21; therefore, another sample taken from the same population could be expected to have a mean 95.28  $\pm$  1.21 at least two-thirds of the time.

We may observe further, that this set of data in measures of dispersion showed a considerable cluster of scores near the mean with a range of 22 and a standard deviation of 5.8. Sixty-eight and twenty-six hundredths per cent of the scores fell between 89.48 and 101.08. Furthermore, this distribution showed a tendency to shift to the left of the mean; hence, there was a wider spread on the left-hand side of the distribution which indicated less homogeneity in interpretation test performances.

In terms of grade placement, the conclusions drawn from this set of data did not fully support the "typicalness" of the mean of 95.28 which was representative of a level of performance near 11.5. Confidence could be placed in this conclusion, for, despite the tendency toward



negative skewness the distribution was considered normal for this size sampling of the interpretation levels of this freshman population.

TABLE 14

CUMULATIVE FREQUENCY DISTRIBUTION AND PERCENTAGES SHOWING  
THE SCORES OF 30 SPELMAN COLLEGE FRESHMEN ON  
INTERPRETATION OF THE VAN WAGENEN  
DIAGNOSTIC EXAMINATION OF  
SILENT READING  
ABILITIES

Scaled Scores	Frequency	Cumulative Frequency	Cumulative Percentage
107-109	1	30	100.00
104-106	0	29	97.00
101-103	7	29	97.00
98-100	4	22	73.00
95-97	3	18	60.00
92-94	5	15	50.00
89-91	7	10	33.00
86-88	2	3	10.00
83-85	1	1	3.00
N = 30			

$\bar{X}$  = 95.28  
 $S$  = 5.8  
 $S^2$  = 34.66  
 $S_{em}$  = 1.21  
 $Mdn.$  = 103.5

Total reading test.--Table 15 shows the data pertinent to the total reading comprehension performances of the college freshmen on the Van Wagenen Diagnostic Examination of Silent Reading Abilities. Data in this table revealed that the lowest scores made by any of the subjects

were 87.5 and the highest scores made by any of the subjects were 105.5. Eighty per cent or twenty-four of the scores made by any of the subjects fell between these two extremes.

The pattern of these data as shown in Table 15 reached a peak at 93.5, with a median score of 95.1 and a mean score of 96.0. The reliability of estimate of the sample was expressed by the standard error of the mean. Hence, another sample selected from the same population would be expected to have a mean of 96.  $\pm$  1.07 at least two-thirds of the time.

TABLE 15

CUMULATIVE FREQUENCY DISTRIBUTION AND PERCENTAGES SHOWING THE SCORES OF 30 SPELMAN COLLEGE FRESHMEN ON THE TOTAL READING TEST OF THE VAN WAGENEN DIAGNOSTIC EXAMINATION OF SILENT READING ABILITIES

Scaled Scores	Frequency	Cumulative Frequency	Cumulative Percentage
104-106	3	30	100.00
101-103	3	27	90.00
98-100	5	24	80.00
95-97	6	19	63.00
92-94	9	13	43.00
89-91	1	4	14.00
86-88	3	3	10.00
N = 30			
$\bar{X}$	=	96.0	
S	=	5.1	
$S^2$	=	26.06	
$S_{em}$	=	1.07	
Mdn.	=	95.1	

We observe from this set of data that the group was not extreme in dispersion. The range of 18 showed high, low and average total reading levels with a standard deviation of 5.1, which indicated 68.26 per cent of the scores between 90.9 and 101.1. This distribution showed a slight tendency to shift to the left of the mean with a wider spread of scores on the left-hand side of the distribution. However, the distribution was considered normal.

The conclusions drawn from this set of data on the total reading comprehension test did not support the mean of 96.0, which was equivalent to a grade level of 12.2.

Strengths and difficulties identified through specialized tests.--

Strengths.--The strengths of the thirty college freshmen in comprehension as shown by the Van Wageningen Diagnostic Examination of Silent Reading Abilities appeared to lie in the ability to comprehend simple details and related ideas. These tests showed performances expected of a select group of college freshmen. While the performance of the group was adequate, it should be noted that ability to comprehend simple details and related ideas represent the lower level skills of comprehension.

Difficulties.--The difficulties of the thirty college freshmen in comprehension were evidenced in central thought, inferences, and interpretation. Since the mean score of these three specialized tests of comprehension were all below a grade level of 12.3, these tests represented some difficulty for the group. Furthermore, these skills constituted a combination of lower and higher level skills, with the

central thought as an essential base for understanding materials and inferences and interpretation as two abilities which are fundamental to a thorough and refined grasp of the printed page.

#### Oral Reading Test Performances

General level of oral reading.--The level of performance of the thirty college freshmen on the Gray Standardized Oral Reading Paragraphs revealed that all subjects were at or near grade 12.0. This was evidenced, since all subjects read through paragraph numbered twelve with no more than seven errors in each of two paragraphs. None of the subjects made more than five errors per paragraph and more than half of the subjects made two errors or less per paragraph.

In speed of oral reading, none of the subjects took more than twenty-four seconds or less than sixteen seconds to read a paragraph. The speed of reading and accuracy of reading per subject and group-wide appeared equal, for the longer it took a subject to read a paragraph the less accurate she was.

Summary and analysis of oral reading performances.--The summary and analysis of the specific oral reading skills and/or difficulties of the college freshmen are shown in Table 16. According to this analysis, in fluency, one-third of the cases ignored punctuation; one case read word by word; two cases hesitated, eighteen made constant repetitions; and six were very slow readers. In general word recognition, seven cases showed evidence of a small sight vocabulary; one case made errors on very common words; five cases were totally unsuccessful in

solving unknown words; ten made constant inserts (consistently inserted words that were not there); and only thirteen cases omitted a word or words.

In use of context, none of the cases used excessive guessing; one failed to use context as an aid in word recognition; five substituted words of similar appearance with different meaning; fourteen substituted words of similar meaning; two made errors that changed the meaning; and three made errors which produced nonsense (nonsensical errors). None of the cases read words correctly in context or misread them in isolation; however, most of them read words correctly in isolation after misreading them in context. Further analysis showed none of the subjects attempted to spell as a method of attack on unknown words. In attacking unknown words, three cases attended mainly to one part of the word, the beginning. Seventeen cases lacked flexibility in word attack skills, and three evidenced no method or methods in word attack.

Further analysis of the oral reading performances showed that in the specific difficulty of word attack, eleven of the subjects were unable to blend phonically. Consonants constituted most of the difficulties; five cases showed a deficiency in short vowel sounds, and six cases were unable to syllabicate.

Generally, the subjects evidenced very good use of voice; however, nine consistently omitted endings, and two cases exemplified a cluttered speech defect. For the most part, the subjects maintained good postural habits during the reading act. Of the thirty subjects, only one-fifth exhibited poor posture.

TABLE 16

## SUMMARY OF ORAL READING PERFORMANCES

Errors	No.	Per- cent	Errors	No.	Per- cent	Errors	No.	Per- cent
<u>Fluency</u>								
Word by word reading	1	3	Substitutes words of similar meaning	14	46	Unable to blend	11	37
Monotone: Lack of meaningful inflection	1	3	Makes errors which spoil or change meaning	2	7	Unclear visual perception	3	10
Ignores punctuation	12	40	Makes errors which produce nonsense	3	10	Gaps in phonic knowledge		
Hesitations	2	7	Attack on unknown words			Consonants	7	24
Repetitions	18	60	Attends mainly to one part of the word (beginning)	3	10	Consonant blends	9	30
Very slow	6	20	Uses structural analysis	4	13	Short vowels	5	17
<u>Word recognition, general</u>			Lacks flexibility in word attack	17	56	Long vowels	5	17
Small sight vocabulary	7	24	No method of word attack	3	10	Diphthongs	8	27
Errors on very common words	1	3	Specific difficulties in word attack			Syllabication	6	20
Unsuccessful in solving unknown words	5	17	Lacks auditory discrimination	3	10	Suffixes	4	13
Inserts words that are not there	10	33				Prefixes	4	13
Omits words	13	43				<u>Use of voice</u>		
<u>Use of Context</u>						Enunciation generally poor	2	7
Fails to use context as word recognition aid	1	3				Leaves off or slights word endings	9	30
Substitutes words of similar appearance, different meaning	5	17				Stuttering or cluttered speech	2	7
						<u>Postural habits</u>		
						Posture poor while reading	7	24

N = 30

Strengths and difficulties identified through oral reading test performances.--

Strengths.--The strengths of the thirty college freshmen in oral reading as shown by the Gray Standardized Oral Reading Paragraphs appeared to be in fluency, use of voice, postural habits, and speed. The group's performances in level of reading was adequate, but could not be considered a good performance because of their failure to exhibit adequate techniques for word recognition and pronunciation.

Difficulties.--As shown by the Gray Standardized Oral Reading Paragraphs, the difficulties of these college freshmen were in lack of flexibility, word attack, inability to blend and insufficient phonic knowledge. It should be noted that adequacy in these specific reading skills is of utmost importance for students performing at the upper level.

#### Summary

The specific and general statistics reported in Chapter II represented efforts to fulfill the basic purposes of the study. In Chapter IV these statistics are summarized and used as a basis for conclusions, implications, and recommendations.

## CHAPTER III

### EVALUATION OF PRESENT PROGRAM ACCORDING TO ACCEPTED CRITERIA

#### Introductory Statement

This chapter fulfills the purpose of the study which required the ascertaining of teachers' and students' reactions to the current reading program and the analyzing of these data for the purpose of evaluating the nature and scope of the present reading program.

Since certain assumptions have been implicit throughout this study, it is incumbent at this point to state the specific questions the writer of the study has attempted to answer in this chapter. A list of these questions follows.

1. Are the scope and extent of the present reading program sufficient?
2. To what extent is the present reading curriculum providing for the needs of all students?
3. How aware are teachers in all content areas of the need for providing opportunities for the development of reading skills peculiar to their areas?
4. Are students aware of their receiving instruction in content reading skills?
5. What method or methods are utilized by content teachers in developing reading skills?



Answers to the foregoing questions provided a means for evaluating the nature and scope of the present reading program and presenting a tentative program designed to meet the needs of students both individually and as members of a group. In order to reach this end, questionnaires were distributed to a sampling of teachers and freshmen at Spelman College. The questionnaire for students and teachers used in obtaining the data essential to the evaluation covered information of a classificatory nature. The twenty-six questions asked of the teachers dealt with teaching techniques utilized in the development of certain reading and study skills in the content area. Two questions were opinionated in type. Of the fifty-six questionnaires distributed to the teachers, twenty-three were completed and used in this investigation.

Twenty-three questions asked of the students dealt with the degree or extent to which they felt they were receiving instruction in the various reading and study skills in the content area. Two questions were opinionated in type. Of the forty-four questionnaires distributed, thirty-one were completed and used in this investigation. Responses to each item on both questionnaires were tabulated and placed in categories according to content reading skills. The opinions given on both questionnaires were classified and tabulated according to content.

The accepted criterion on which this evaluation was based states that:

1. A valid reading program should promote the all-round development of students, and is concerned not only with correcting deficiencies among poor readers but also with systematic training which aims to promote increased ability on the part of all students in harmony with the increasing demands made on them for mature critical reading in all content subjects.

In this manner, the types of development sought through reading and promoting growth in the specialized reading skills required in the respective content subjects may be insured.<sup>1</sup>

2. A valid program recognizes that reading is only one of the many aids to learning now available and coordinates the use of reading and other forms of experience in achievement of specific ends. This criterion makes manifest the essentiality of defining clearly the learning outcome, selecting the most effective means of attaining them and of recognizing how one medium of experience reinforces and clarifies those secured in other groups.<sup>2</sup>
3. A valid reading program is not only an all-school or college program, but also involves the hearty support and creative effort of all staff members. This statement emphasizes the responsibility of all members of the staff for promoting growth in reading...and the recognition by all staff members that facility in reading increases under proper guidance in content fields. Further, students differ in degree and assigned materials should be adjusted to their needs.<sup>3</sup>
4. A sound reading program is flexible and readily adjustable at each level of advancement to wide variations in the characteristics and needs of students. This criterion emphasizes the need of adjusting materials and teaching to the varying levels of advancement and needs of students based on students' capacity, emotional maturity, and experience background.<sup>4</sup>

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<sup>1</sup>William S. Gray, "Nature and Scope of Valid Reading Program," Reading in the High School and College, The Forty-Seventh Yearbook of the National Society for the Study of Education (Chicago, Illinois: The University of Chicago Press, 1948), p. 65.

<sup>2</sup>Ibid., p. 59.

<sup>3</sup>Ibid., p. 60.

<sup>4</sup>Ibid., pp. 62-63.

5. A valid reading program includes provision for continuous appraisal of the effectiveness of the program as a whole and of its various aspects.<sup>1</sup>

#### Basic Rationale of the Present Reading Program

The philosophy of the present reading program is the product of the joint efforts of the reading teachers in the Atlanta University Center. It considers that

the reading process is conceived as a series of intellectual activities beginning with simple recognition of symbols and ending with the selection and use of skills appropriate to the ends or values sought by the reader. Learning to read is viewed as a continuous and complex process which requires careful planning and guidance throughout school, college and adult years. This concept of reading implies further that the reading facet of language is developed best through a gradual sequence of activities which takes into consideration the learner's present level of general achievement, his performances in other areas of communication, his capacity, his background of experiences and his desire to make use of reading in meeting many of the demands of his society.<sup>2</sup>

Belief in this aforementioned concept of necessity delegates certain responsibilities, that of

. . .the students accepting reading as a dynamic aid in his personal and social development... for realizing its full benefits... [and] all teachers [helping] students develop (1) understandings, attitudes and skills needed in interpreting written and printed materials, (2) adjustments in reading needed to achieve desired purposes, and (3) information and techniques essential in locating, selecting and using materials from various sources.<sup>3</sup>

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<sup>1</sup>Ibid., pp. 62-63.

<sup>2</sup>"Outline or Compendium of Work Basic to Reading Classes," (Atlanta University Reading Center, Atlanta University, n. d.), Supplementary Section, n. p.

<sup>3</sup>Ibid., Supplementary Section, n. p.

Further, these concepts are definitely related to the total college and university program, in that

. . .there is need for all students to receive systematic training in order to satisfy increasing demands made on them for mature, critical reading; and additional instruction in each subject area where help with the specialized content and terminology will aid in understanding what they read.<sup>1</sup>

Also, "appropriate reading services should be provided for students who show promise of eliminating their deficiencies, and that the total program should be so articulated that it is comprehensive, cooperative, ...and continuous in its growth with effective means of evaluation."<sup>2</sup>

#### Description of the Present Reading Program

As described in the Spelman College Bulletin, 1959-1960, the present reading program consists of a course

In the improvement of reading which includes (1) diagnosis of reading needs, (2) developmental, corrective and remedial teaching, (3) motivation of extensive reading. The major aim is the development of reading skills needed by college students.<sup>3</sup>

Education 100 is a course required for students who are not achieving in reading at a level required for effective college work. Upon completion of the course three hours of credit are granted.<sup>4</sup>

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<sup>1</sup>Ibid.

<sup>2</sup>Ibid.

<sup>3</sup>Spelman College, Bulletin (Atlanta, Georgia, 1959-1960), p. 43.

<sup>4</sup>Ibid.

This course in reading has as its general objectives, stated in terms of the teacher:

1. To acquaint the student with his present reading status and the nature of the reading process.
2. To correct and develop fundamental reading habits, skills and abilities.
3. To provide such specific emphases on these skills as the individual case demands.
4. To encourage systematic and conscientious efforts to correct reading deficiencies.
5. To relate reading instruction to current units of work in English.
6. To stimulate and direct wide reading.
7. To aid the student in increasing his independence in pursuit and appraisal of his work.
8. To help students develop specific skills necessary to efficient reading in various content fields.
9. To encourage students to appreciate, understand and practice the art of studying.<sup>1</sup>

The more specific objectives stated in terms of student behavior as being manifest in these abilities, attitudes, understandings and appreciations are

1. Understanding of reasons for and results of (1) the different reading tests, (2) check on visual efficiency, (3) taking of personal inventories and the like.
2. Knowledge of "how we read" and of certain factors which may impede or accelerate the process.
3. Increased ability in:
  - a. Finding main ideas
  - b. Identifying key words and concepts
  - c. Relating details
  - d. Reading to organize
  - e. Locating information
  - f. Differentiating rates of reading
  - g. Reading critically
  - h. Reading orally

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<sup>1</sup>"Outline or Compendium of Work Basic to Reading Classes," (Atlanta University Reading Center, Atlanta University, n. d.), Supplementary Section, n. p.

4. Extension of general and specialized vocabularies in context and in isolation.
5. Improvement in the quantity, quality and general interest in reading.
6. Development of proficiency in reading in subject matter fields.
7. Improvement and refinement of study habits and techniques.<sup>1</sup>

These general and specific objectives are implemented through fairly homogeneously grouped classes and individualized laboratory periods. The class sessions serve as periods for providing developmental experiences needed by the greater number of students. The laboratory or clinic periods are designed to increase the students' competence in the area or areas in which they are most deficient.

The content of the class sessions is organized in units of work designed for the fulfillment of both general and specific objectives. Each unit of work of the class sessions provides an opportunity for the development of abilities, attitudes, understandings and appreciation, and utilization of general and specific skills needed.

The methods and procedures of the course, both formal and informal, are dependent upon the students' initial test results. For the most part, the units consist of (1) an orientation period, (2) vocabulary building and enrichment, (3) paragraph reading, (4) textbook reading, (5) critical reading, (6) reading in the content fields, (7) differentiated rates of reading with emphasis on vocabulary reading, and 8) oral reading.

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<sup>1</sup>Ibid., n. p.

Consonant with the aforementioned class design, ample and adequate evaluation methods and procedures for both students and teachers are provided that are real and meaningful. For the most part evaluation may be categorized as formal, which makes use of standardized tests; and informal, which includes teacher-made tests and checksheets. These appraisals are usually made in terms of specific objectives, and the results serve as a guide for future instructional methods.

#### Evaluation of the Reading Program

The primary purposes of this evaluation were to ascertain the degree to which teachers in the content areas used various techniques in the development of certain reading and study skills in providing continued growth in reading for all students. Further efforts were made to determine to what degree students were aware of receiving instruction in content reading skills. The primary sources of data were the teachers' and students' responses to a questionnaire. The questions asked of both teachers and students were within five general categories: technical and general vocabulary, comprehension and interpretation, provision for individual differences, general reading skills, and study skills. Responses to each item were tabulated and are presented according to these categories. The summarized questionnaires for both teachers and students are shown in the appendix.

Teachers' responses.--According to the categories and tabulations of the teachers' responses in the area of technical and general vocabulary to which questions one, two, four, and five applied, the responses indicated that most of the time two per cent of the teachers provided

some instruction in technical and/or general vocabulary growth; one per cent at all times; and less than one per cent seldom, in rare instances, and never provided opportunities for the development of vocabulary.

Responses to questions three, six, seven, eight, nine, and ten which dealt with comprehension and interpretation evidenced that four per cent of the teachers made use of various techniques for developing these skills most of the time, while three per cent utilized some techniques at all times. Approximately three per cent of the teachers seldom provided for the development of skills in comprehension and interpretation in their classes.

In the category of provision for individual differences to which question 16 applied, responses indicated that only one per cent of the teachers made provisions for individual differences in their classes most of the time. Likewise, less than one per cent of the responses indicated that provisions were made in classes for individual differences at all times.

In the general reading skills category, to which only one item, number twenty-two applied, less than one per cent of the responses indicated that any provision either at all times, most of the time, seldom, in rare instances, or never was made for improving general reading skills in classes.

Responses to questions eleven, twelve, seventeen, eighteen, nineteen, twenty, twenty-three, twenty-four, twenty-five and twenty-six, which referred to study skills and techniques for their development, showed that most of the time four per cent of the teachers provided techniques for development of study skills in their classes, three per



cent at all times and one per cent seldom provided instruction in study skills.

Comments and suggestions as to what additional services the present reading program might provide to content courses included some of the following. "More emphasis should be placed on directed reading." "Students should be given some or more training in critical reading." "Vocabulary growth and development should be stressed." A majority of respondents' comments were expressed by: "Teachers should be provided with results of the reading tests." "The faculty and staff should be acquainted with the aims and objectives of the reading program." "The English and Reading Departments should work together more closely."

Responses to the question, "Do you think reading guidance should be provided for all freshmen"? were definitely positive; for, of the twenty-three replies received, eighteen were "yes," four "no," and one gave no reply.

Summary of the tabulations indicated that for the most part, some of the teachers were making an effort most of the time to utilize some of the various techniques and to provide scattering opportunities for students' growth in reading and study skills. Also, it was the general consensus that a course in reading should be offered for all freshman students regardless of their initial test results, and that the reading department should provide instruction in all content reading and study skills.

Students' responses.---The responses of freshman students to the student reading and study skills check list tabulated according to content reading categories indicated the following.

TABLE 17

## RESPONSES OF COLLEGE TEACHERS TO THE STUDENT READING AND STUDY SKILLS CHECK LIST

	At all times	Most of the time	Seldom	In rare instan- ces	Never	No reply
1. Do you find it necessary to identify new vocabulary in your special subject area or areas?	10	9	2	2	0	0
2. Do you find it necessary to identify technical vocabulary in your special subject area or areas?	11	9	3			
3. Have you found it helpful to give guidance in the development of reading comprehension skills in your subject area?	3	9	5	3	1	1
4. Are there times when you find it necessary to suggest specific ways for developing vocabulary peculiar to the area studied?	2	12	5	2	1	1
5. Have you found it expedient in lectures or discussions to use new words deliberately as a means for building vocabulary?	4	14	3	2		
6. Have you found it necessary to aid students in being more selective in choice of readings?	8	8	4		2	1
7. Have you found it helpful to aid students in reading and listening purposefully?	8	12	2			1

TABLE 17 -- Continued

	At all times	Most of the time	Seldom	In rare instan- ces	Never	No reply
8. Are there times when you have found it imperative to demonstrate to students how to distinguish unrelated information from pertinent facts?	5	15	3			
9. Do you find it necessary to give students help in distinguishing fact from opinion and the values of both?	8	12	2		1	
10. Do you find it necessary to make students aware of the value of analyzing, reacting to, reflecting upon, and criticizing much of the information they may read or hear?	11	11	1			
11. Do you find it necessary to guide students in learning how to locate relevant materials?	3	15	4	1		
12. Do you find it a good policy to spend time in acquainting students with the particular references appropriate to your course?	8	10	3	1	1	
13. Have you found it helpful to discuss with students the reading skills necessary for different types of reading materials?	3	5	10	3	2	
14. Do you find it necessary and helpful to discuss with the class the nature of the texts and accompanying materials used in courses?	8	14	1			

TABLE 17 -- Continued

	At all times	Most of the time	Seldom	In rare instan- ces	Never	No reply
15. Do you find it necessary to give reference material designed to furnish needed background, broad understanding and greater depth in the subject area?	10	11	2			
16. Have you found it helpful to utilize varying levels of materials in order to provide for the different reading abilities of your students?	1	7	5	5	3	2
17. Do you find it necessary to explain and outline specific steps in how-to-study?	3	8	9	2	1	
18. Have you stressed the importance of a planned schedule for studying?	4	10	4	5		
19. Have you found it helpful to aid students in note taking?	2	9	6	3	2	1
20. Do you find it helpful to give brief introductions to new assignments which help students to relate their previous learnings or experiences?	9	13	1			
21. Do you find it necessary to state exactly what is required of students as they carry out the assignment?	8	14	1			
22. Do you find it effective to spend time at the beginning of each academic year acquainting students with specific and/or particular skills necessary for achievement in courses?	8	11	1		2	1

TABLE 17 -- Continued

	At all times	Most of the time	Seldom	In rare instan- ces	Never	No reply
23. Have you found it helpful to provide guidance in how to prepare for and take tests?	8	10	5			
24. If you give objective type examinations, do you find it necessary to discuss with students the importance of wide and detailed reading in preparation for them?	5	5	2	2	1	8
25. If you give essay type examinations, do you make written comments which emphasize the importance of utilizing certain reading skills in preparation for them?	6	6	5		1	5
26. Are there times when you find it helpful to tell students the type of examinations to be given so that they may study accordingly?	11	8	4			
				Yes	No	No reply
Do you think reading guidance should be provided for all freshmen?				18	4	1

In general and technical vocabulary responses to which questions one, two, four, and five applied, showed two per cent were being provided with help in developing both types of vocabularies in some classes, whereas one per cent of the responses indicated that they were receiving help, less than one per cent were receiving no help in vocabulary development in the content subjects.

Responses to questions three, six, seven, eight and nine which dealt with development of skills of comprehension and interpretation showed that four per cent of the students were provided with instruction in some classes. Less than one per cent of the students were receiving instruction in all classes.

To determine the extent of provision for individual differences in classes the writer asked question number fifteen, which stated, "Do your teachers require all students in the same class to read from the same text and do the same work?" The responses to this question showed that less than one per cent of the students felt that any attempt was made in classes to provide for individual differences.

Responses to question thirteen which was concerned with general reading skills, evidenced that less than one per cent were receiving help in any of their classes in general reading skills.

Tabulations to questions eleven, twelve, fourteen, sixteen, seventeen, eighteen, nineteen, twenty, twenty-one, twenty-two, and twenty-three which were designed to ascertain to what degree study skills were being taught, showed that six per cent of the students were receiving help in some classes and one per cent were not receiving help

TABLE 18

## RESPONSES OF COLLEGE FRESHMEN TO THE STUDENT READING AND STUDY SKILLS CHECK LIST

	In all classes	In some classes	No	No reply
1. Have you been taught the necessity for identifying new vocabulary?	7	21	3	
2. Have you been shown or taught ways to identify technical vocabulary in your classes?		20	11	
3. Do your teachers show you ways to improve your comprehension skills?	1	24	6	
4. Have your teachers told you ways for improving your vocabulary in their subject area?	2	21	8	
5. Have you heard your teachers use new words in lectures or discussions?	18	12		1
6. Have you been shown how to be more selective in your choice of readings in a subject area or areas?	4	18	9	
7. Have you been shown how to read and listen purposefully?	3	25	1	2
8. Do your teachers demonstrate to you how to distinguish unrelated information from pertinent facts?	2	23	5	1
9. Have you been shown ways to distinguish fact from opinion and the values of both?	3	24	3	1
10. Have you been taught how to analyze, react to, reflect upon, and criticize information you read and hear?	3	24	4	
11. Have you been shown how to locate relevant materials in any of your classes?	5	23	3	

TABLE 18 -- Continued

	In all classes	In some classes	No	No reply
12. Have your teachers shown you or spent time in acquainting you with particular references used in their courses?	8	14	9	
13. Do your teachers discuss with you the reading skills necessary for different types of reading materials in their classes?	5	16	10	
14. Have your teachers discussed with you the nature of the texts and accompanying materials used in their class or classes?	9	18	2	2
15. Do your teachers require all students in the same class to read from the same text and do the same work?	13	11	7	
16. Have you been shown by your teachers specific ways for studying?	6	15	9	1
17. Do your teachers stress the importance of a planned schedule for studying?	15	12	2	2
18. Have you been shown how to take notes?	5	21	4	
19. Do your teachers give brief introductions or explain new assignments to you?	15	15	1	
20. Do your teachers state the exact requirements of an assignment to you?	17	12	1	1
21. Did your teachers tell you at the beginning of the year specific skills that were necessary for successful achievement in their courses?	10	19	2	
22. Have your teachers shown you how to prepare for and take tests?	7	19	5	



TABLE 18 -- Continued

	In all classes	In some classes	No	No reply
23. Do your teachers tell you the type of examination that will be given so that you may study accordingly?	7	16	8	
Could you benefit from a course in reading?		Yes 28	No 2	No reply 2

in study skills in any of their classes.

Responses to the question, "What benefits have you received from the reading course?" indicated that twenty-eight students who were enrolled in the reading course had been benefitted; two students reported that they had not benefitted from the course and one participant made no reply.

Comments from the students regarding the specific benefits received from the reading course showed that skills learned in reading had been beneficial in other class work; the reading course had helped improve their content course work; assignments in other courses were less difficult, for they now had a method for attacking assignments; the reading course had acquainted them with the various levels of reading and the techniques to be utilized for each.

Other comments revealed that reading had improved their rate and comprehension; vocabularies had increased; reading had become more meaningful; interest in reading for vicarious experiences had been gained; also, study habits and skills had been gained and/or strengthened.

These comments made manifest that the reading course had changed and/or improved attitudes, habits, and skills, and that students were able to express clearly the benefits derived.

The summary of the student questionnaire showed that approximately fourteen per cent of the students were aware of their receiving instruction in content reading and study skills in most of the classes; on the other hand, five per cent of the responses indicated that instruction was given in all classes and only one per cent indicated that they were receiving no instruction in any of their classes.

### Evaluation

The discussion thus far has provided a basis for answering the questions that were stated in the beginning of the chapter and through which the evaluation of the present reading program could be made.

Attention was directed first to answering these questions:

Explanation of Criterion One.--The first criterion asked this question:

"Are the scope and extent of the present reading program sufficient?"

The scope and extent of a reading program include such things as its objectives, methods, techniques, materials, teachers, and students.

Further the scope and extent of a reading program might be conceived of as its total environment and/or atmosphere.

Specific evaluation of the Spelman program in terms of Criterion

One.--Since the objectives, methods, and techniques for the present reading program and valid criterion for a reading program have been stated previously in this chapter, and, according to them, it was observed that for a program which is basically corrective, the present program is adequate and in accord with what it proposes to do and actually does. However, the developmental area of reading, which seeks to provide systematic training for all students in harmony with demands and needs at the level - in a reading course as well as in content fields - appeared to be inadequate according to the accepted criterion. This fact is supported and evidenced through the teachers' responses to the questionnaire. On the basis of these facts, it was concluded that the scope and extent of the present reading program at Spelman College do not conform to accepted criterion in its developmental aspects.

Explanation of Criterion Two.--The second criterion asked this question: "To what extent is the present reading curriculum providing for the needs of all students?" In harmony with sound curriculum and valid criteria a reading curriculum that provides for the needs of all students is one which provides for the sequential and continuous development of reading skills at all levels for all students. Moreover, the training provided seeks to increase all students' competency in achieving the various goals of the subject areas, promote increased flexibility and skill in meeting the challenging situations which current life demands on readers. Recently, teachers of the content subjects have assumed a large share of the responsibility in attaining and developing the essential reading attitudes and skills of all students as set up in the reading curriculum. Also, the reading curriculum is so viewed to include and involve the total school program. Consequently, all curriculum areas of the school or college program are carefully planned wherein provision is made for reading growth and needs of all students within the school.

Specific evaluation of the Spelman program in terms of Criterion Two.--It was concluded that the present reading curriculum does not provide for the reading needs of all students. Confidence could be placed in this conclusion due to the general and specific reading levels of the research subjects, analysis and summaries of the students' and teachers' responses to the questionnaire, and evaluation of the present program according to accepted criteria.

Explanation of Criterion Three.--The third criterion asked this question: "How aware are teachers in all content areas of the need for providing opportunities for the development of reading skills peculiar to their areas?" One of the essential aspects of a valid reading program is the awareness of teachers in all content areas of the need for providing opportunities for the development of reading skills peculiar to their areas. Increasingly, school and college faculties not only have accepted the responsibility for teaching reading in their individual curricular areas but have recognized the need for varying objectives, methods and materials whereby opportunities for the development of students' reading skills and abilities may take place. Further, teachers at all levels have realized that all students cannot achieve in accord with their potentials in a given subject area, regardless of their reading achievement, if instruction in reading skills peculiar to the given area is not given. Likewise, teachers have recognized that reading is an aid to learning.

Specific evaluation of the Spelman program in terms of Criterion

Three.--As a result of the foregoing discussion, it was concluded that teachers at Spelman College in the content areas were not aware of the need for providing opportunities for the development of reading skills peculiar to their areas. This conclusion was based on the tabulated questionnaire responses as well as valid criterion for evaluating a reading program.

Explanation of Criterion Four.--The fourth criterion asked this question:

"Are students aware of their receiving instruction in content reading skills?" The extent of awareness of students receiving instruction in

content reading was based primarily on the responses of the questionnaire.

Specific evaluation of the Spelman program in terms of Criterion

Four.--From the tabulated responses and in answer to the question of awareness of help in content areas, it was concluded that freshmen at Spelman College were aware of having received some instruction in content reading skills in most of the classes. The degree or the extent of this instruction was not determined in this study. Limited confidence could be placed in this conclusion since the responses to the questionnaire were given by freshman students enrolled in reading.

Explanation of Criterion Five.--The fifth criterion asked this question:

"What method or methods are utilized by content teachers in developing reading skills?" A variety of ingenious methods may be utilized by content teachers in developing reading skills. Some of these are identification of new, technical and general vocabulary, guidance in reading comprehension skills, promoting selectivity and discrimination in reading, providing ample opportunities for students to locate references and related materials, guidance in taking examinations, and making use of varying levels of materials. Utilization of these methods by teachers in the various curriculum fields would (1) maintain and strengthen the fundamental reading skills, (2) introduce and develop a high level of efficiency in skills needed for achieving in that particular area, and (3) develop understandings and skills needed for reading materials pertinent to the area studied.

Specific evaluation of the Spelman program in terms of Criterion

Five.--Based on the previous discussion, valid criteria for a reading program and tabulated responses to both questionnaires, it was

concluded that the Spelman College teachers utilize some of the various techniques and/or methods in developing content reading skills.

#### Summary

The reading program is more than an aggregate of its various parts. It has its objectives, methods, techniques, materials, students, and teachers, and contributes to the execution of the total curriculum. It may be concluded that the Spelman College Reading program in its totality is only partially in accord with accepted criteria and therefore does not make provisions for the reading needs of all students.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

#### Summary of Background Presentation of the Study

From today's point of view, competence in reading, as in all other intellectual activities, is the product of continuous growth and careful guidance throughout school and college years. Belief in this point of view, of necessity, regards reading as a developmental process. It follows then, that, since colleges are designed to continue the developmental processes of its students, every college should provide a sound reading program for all students.

Now more than ever, the ability to read efficiently is paramount. Research has shown that efficient reading is an aid to scholastic progress, to situations requiring independent thinking and for furthering personal needs. Consequently, the more that is known about students' reading skills and abilities the more colleges can do to develop desirable skills and provide for the optimum growth and development of all students.

This study was designed to make an appraisal and analysis of the reading achievement and difficulties of thirty Spelman College freshmen whose tested reading achievement levels as shown by the Iowa Silent Reading Test were above the beginning freshman level, and to use the findings in evaluating the nature and scope and possible effectiveness of



the present reading program.

The purposes of the study were to analyze reading skills and techniques of the selected group of college freshmen with concentration upon general and specific skills of comprehension, vocabulary development, and to use these data as implicative of standards basic to a program for improvement and advancement of these skills. More specifically, this study proposed

1. To determine the group's general reading level
2. To identify strengths and difficulties of the group in general reading
3. To ascertain levels of group proficiency in the more specialized reading abilities
4. To identify the groups' strengths and difficulties in the more specialized reading abilities
5. To determine general levels of oral reading, speed and accuracy
6. To identify the groups' strengths and difficulties in oral reading
7. To analyze these data and reactions of students and teachers for the purposes of evaluating the nature and scope of the present reading program
8. To draw implications and make recommendations which were pertinent to the present locale of the study

This study was restricted by three major limitations. First, the appraisals were based primarily on the results obtained through the use of standardized tests, and were not supplemented by the more informal methods of appraisal. Secondly, the study was limited to thirty Spelman College Freshmen whose reading levels were on or above 12.7 as revealed by the Iowa Silent Reading Test. Thirdly, the appraisals were made in terms of the group and the only individual appraisal was the oral reading test.

This study was conducted at Spelman College during the school term 1961-62. This college is a small liberal arts college for Negro women. The subjects of the study were thirty freshmen enrolled at Spelman College during the academic year 1961-62, who had scored on or above the 12.7 level as shown by the Iowa Silent Reading Test.

The descriptive survey method of research, employing the special techniques of testing and statistics was used in this study. The chief data gathering instruments employed in the investigation were the Cooperative Reading Comprehension Test, Higher Level, C<sub>2</sub>, Form T; Van Wagenen Diagnostic Examination of Silent Reading Abilities, Senior Division, Form M; Gray's Standardized Oral Reading Paragraphs and a Reading and Study Skills Questionnaire. The data from the three standardized tests were statistically treated and reported in Chapter II of this study. The purposes of the statistical analysis were to determine difficulties and strengths of the group in specific areas of reading comprehension, vocabulary and rate; and to determine levels of oral reading, speed and accuracy in order to identify strengths and difficulties of the group in oral reading.

The purposes of the teachers' and students' questionnaires were to determine the nature and scope of the present reading program, to use these findings for evaluating the present program and for presenting a tentative program designed to meet the needs of the subjects as a group as well as individually. The results of the aforementioned questionnaire were presented in Chapter III of this study.

The procedures used for gathering, analyzing, interpreting and presenting the data necessary for this study were as follows:

1. Permission to conduct this study was obtained from the Dean of Spelman College.
2. Literature pertinent to the study was reviewed.
3. The subjects involved in this study were selected on the basis of the scores made on the Iowa Silent Reading Test.
4. The Cooperative Reading Test, Higher Level, C<sub>2</sub>, Form T was administered in October.
5. The Van Wagenen Diagnostic Examination of Silent Reading Abilities, Form M, was administered in November.
6. The Oral Reading Paragraphs were administered in December.
7. The data obtained through the instruments were assembled into appropriate forms, tables and charts and then statistically treated for the purposes of this study.

8. The questionnaires for teachers and students were designed and distributed to the proper individuals during the months of February and March.
9. The data from the questionnaires were tabulated and interpreted in April.
10. The tests were scored according to directions found in the test manuals.
11. The findings, conclusions, implications and recommendations, as derived from the analysis and interpretation of the data, were presented in the finished thesis copy.

The literature in relationship to this study showed a tremendous increase in extensiveness, which may be attributed to (1) the increasing demands being made for efficient reading and a realization among educators of the importance of reading to scholastic success, (2) a continuous change in concepts of reading from 1930 to the present, and (3) a general agreement among most authorities as to what was involved in the act of reading.

The current concept of reading as a many-faceted set of skills, understandings, appreciations and attitudes requires the adequate functioning of certain basic skills for reading achievement and efficiency. These basic skills are:

. . .word knowledge, reasoning in reading, determining the author's purpose, intent or point of view; ability to understand explicitly statements; ability to follow the organization of a passage; ability to select the main thought of a passage; ability to determine from the context the meaning of unfamiliar words; and the

ability to recognize literary devices....<sup>1</sup>

Many authorities in the field of reading now agree that an "efficient" reader is one who

. . .understands what he reads with a purpose, possesses an adequate experience background and word meaning, adjusts his rate to materials, evaluates what he reads, likes to read and reads a variety of materials, uses reading to aid him in solving daily problems and applies what he reads to control his moods, motivate his ambitions and change his attitudes....<sup>2</sup>

In general, all authoritative researchers regard reading as a continuous process of learning, for with each new level of maturity more rigorous demands are made on the reader. College and adult reading requires not only the rapid understanding of more difficult material, but more mature, critical reading necessitating independence in attacking unusual and technical words, reading between the lines, reading for different purposes, and integrating what is read with previous experiences.

With these concepts serving as a framework, extensive research has been made on college reading programs with a view of evaluating them. These college research studies reported a variety of findings. All stress that, in general, a high correlation exists between reading skill and intelligence, that reading efficiency is the product of a good educational background, and that familial factors are highly

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<sup>1</sup>Irving Anderson and Walter F. Dearborn, The Psychology of Teaching Reading (New York: Ronald Press Company, 1952), p. 318.

<sup>2</sup>Margaret McKim, Guiding Growth in Reading (New York: The Macmillan Company, 1955), pp. 11-15.

significant. The literature indicated that there was unanimity in agreement about the value of a reading program for colleges and that improvement in reading is accompanied by improved academic progress.

However, as shown in the literature, the manner of achieving the much-desired goal - that of efficient college reading - is in no way uniform. A majority of American colleges do not have a systematic policy of, or an extensive program for the improvement of the reading ability of students, and many have failed to provide any type or kind of reading program.

College reading programs may be remedial, corrective and/or developmental. Organizationally they fall into three basic types; (1) a separate, special service, (2) a part of a language-arts course, and (3) an intrinsic part of each subject. Furthermore, programs may be mechanistic, individualized and psychologically oriented. Likewise, college reading programs may be placed into four general patterns; the English-reading class, the communication arts, the orientation, and the reading clinic or laboratory. The diversity in types and organizations may be accounted for by the difference in objectives, curriculum and the qualifications of teachers.

In general, all authorities in reading agree that specific instruction in reading in the content areas should be given at every grade level above the second for assuring the continued growth and maturity necessary for proficient reading in content fields.

Among the criteria used for appraising a reading program are involvement of all staff members, provision for meeting deficiencies of

poor readers as well as the good readers, coordination of reading with other subjects, flexibility in organization, continuous, and adequate evaluation of its objectives and effectiveness.

Although evaluation is a relatively new technical term, there was general agreement that it involved analysis of principles in terms of objectives, employing sound statistical methods for the treatment of the data involved.

### Summary of Findings

In accordance with the purposes of the study and from the analysis and interpretation of the data presented in Chapters II and III, the following summarization of findings is presented.

The groups' general reading test performances as shown by the Cooperative Reading Test are summarized here.

1. In vocabulary, the data supported the "typicalness" of the mean of 51.27 which, according to test norms was twelfth grade level or at the 27th percentile for entering college freshmen. The tendency, of the distribution, toward positive skewness was considered normal for the sample.
2. Significant facts computed from an item analysis of the vocabulary test indicated (a) 83 per cent of the subjects read the entire section but gave a large number of incorrect responses, consequently, the total score was low, (b) the beginning items presented little difficulty, and

- (c) the items following number 21 appeared to be more difficult for the subjects, since more than one-half of them gave incorrect responses.
3. In speed of comprehension, the data supported the "typicalness" of the mean of 59.0 which, according to test norms, was very close to twelfth grade level or at the 49th percentile for entering college freshmen. The distribution was considered normal for the sampling of this freshman population.
  4. In level of comprehension, the data did not fully support the "typicalness" of the mean of 66.93, which was above senior college level or at the 79th percentile for entering college freshmen. The decided tendency toward negative skewness seemed to indicate that the distribution was not normal for this size sample.
  5. In total reading achievement, the data supported the "typicalness" of the mean of 59.57 which, according to test norms, was slightly above twelfth grade level or at the 53rd percentile for entering college freshmen.
  6. The strengths of the college freshmen were in level of comprehension with a performance level near senior college, yet, it should be noted that this sampling was heterogeneous and did not



represent a uniform tendency toward a high level of comprehension.

7. The difficulties of the college freshmen, in general reading, were evidenced in the areas of vocabulary and speed of comprehension. In these areas of general reading, there was indication of limited performances for a select group of college freshmen. Also, the decrease in competence on the more difficult items of the test was interpreted as indicative of limited vocabulary development.

The freshmen's performances on the more specialized tests of Reading abilities as shown by the Van Wagenen Diagnostic Examination of Silent Reading Abilities are summarized here.

1. In rate of reading, the data did not support the "typicalness" of the mean of 240.1 words per minute which was representative of a rate comparable to entering college freshmen.
2. The strengths of the college freshmen in rate of comprehension of the Cooperative Reading Test and the Van Wagenen Rate of Reading on simple content were not evidenced by performances on either of the tests.
3. The weaknesses of the group in rate, as shown by performances on the speed of comprehension of the Cooperative Reading Test and the Van Wagenen Rate

of Reading on simple content, were clearly evidenced. Confidence was placed in this conclusion since "t" was less than the level of significance needed at the .05 per cent level of confidence.

4. Data on the perception of relations test supported the "typicalness" of the mean of 90 which was equivalent to a grade level of 13.0 and adequate for beginning college freshmen.
5. In vocabulary in context, the data supported the "typicalness" of a mean of 100.71 which represented a level of performance approximately equivalent to a grade level of 12.9. Despite a tendency toward positive skewness the group was fairly homogeneous in vocabulary test performances.
6. In vocabulary in isolation, the mean of 103.68 was comparable to the rating of college freshmen and supported the "typicalness" of the group. The distribution was considered normal in spite of a slight tendency toward positive skewness.
7. Data on the range of information test supported the "typicalness" of the mean of 92.19 which was comparable to the rating of college freshmen. Despite a slight tendency toward negative

skewness the group was fairly homogeneous in range of information test performances.

8. The strengths of the group in vocabulary skills appeared to lie in perception of relations, vocabulary in isolation, and range of information; these tests showed decided tendencies toward levels of performances expected of a selected group of college freshmen.
9. In the area of vocabulary the difficulty of the group was in vocabulary in context. While this performance was not entirely a poor one, it was not representative of a norms set for the freshman college level.
10. In the test of central thought, the data supported the mean of 95.58 which was comparable to a performance between 11.0 and 12.0 grade level. Despite a slight tendency toward positive skewness the freshmen were fairly homogeneous in central-thought test performances.
11. In simple details, the data did not support the "typicalness" of the mean of 98.4 which was representative of a grade level between 12.5 and 12.9. This distribution showed a decided tendency toward positive skewness.

12. The test of related ideas data, did support fully the "typicalness" of the mean of 98.6 which was representative of a performance near 12.6 grade level. The distribution was considered normal despite the tendency toward negative skewness.
13. The test of inference data, supported the "typicalness" of the mean of 94.98 which was representative of a level of performance near a grade equivalent of 11.5. Despite a slight tendency toward negative skewness the distribution was considered normal.
14. The interpretation data did not fully support the "typicalness" of the mean of 95.28 which was representative of a level of performance near a grade equivalent of 11.5. The distribution was considered normal despite the tendency toward negative skewness.
15. The total reading comprehension data did not fully support the "typicalness" of the mean of 96.0 which was comparable to a grade level of 12.2. The distribution showed some tendency toward negative skewness but despite it the distribution was considered sufficiently normal enough to draw conclusions regarding groups of similar characteristics.
16. The strengths of the group in comprehension as shown by the Van Wageningen Diagnostic Examination of Silent Reading Abilities appeared to lie in the ability to

comprehend simple details and related ideas.

17. The difficulties of the group in comprehension as shown by the Van Wagenen Diagnostic Examination of Silent Reading Abilities were evidenced in central thought, inferences and interpretations.

The groups' Oral reading test performances as shown by the Gray Standardized Oral Reading Paragraphs are summarized here.

1. The general level of oral reading for the college freshmen was equivalent to 12.0 grade level.
2. The average speed of oral reading for the college freshmen was .20 seconds per paragraph.
3. The strengths of the group in oral reading appeared to be in fluency, use of voice, postural habits and speed.
4. The difficulties of the group in oral reading were in flexibility, word attack, inability to blend, and insufficient phonic knowledge.

The college teachers' responses to the student reading and study skills check list are summarized here.

1. Tabulated and categorized responses of the teachers' responses, to the questionnaire, indicated that for the most part, some of the teachers were making an effort most of the time to utilize some of the various techniques and to provide opportunities for students' growth in reading and study skills.

2. Data from the tabulated questionnaire responses showed that all teachers felt that a course in reading should be offered for all freshmen, and instruction should be provided in the reading department for content reading and study skills.
3. Tabulated and classified responses of the students, to the questionnaire, showed that approximately 14 per cent of the students were aware of receiving instruction in content reading and study skills in most of their classes; whereas, five per cent were aware of receiving instruction in all classes, and one per cent indicated they were receiving no instruction in any of their classes.

The evaluation of the present reading program is summarized here.

1. Data from the teachers' responses to the questionnaire and according to accepted criteria showed that the scope and extent of the present reading program at Spelman College were not sufficient in their developmental and content reading aspect.
2. Data from the general and specific reading levels of the freshman students' and teachers' questionnaire and according to accepted criterion showed that the present reading curriculum at Spelman College did not provide for the reading needs of all students.

3. From both teacher and student questionnaires, and according to valid criteria, it was concluded that teachers at Spelman College were not as aware as they should be of the need for providing opportunities for development of reading skills peculiar to their content areas.
4. Data from the student questionnaire indicated that freshmen at Spelman College were aware of having received some instruction in content reading skills in most of their classes.
5. From the tabulated teacher and student questionnaire, and according to the valid criteria, it was concluded that Spelman College teachers utilize some of the various techniques and/or methods for developing content reading skills.

### Conclusions

From an analysis and interpretation of data for this study, and within its limitations, the following conclusions seemed justified.

1. With respect to general reading achievement and its essential components of vocabulary, speed and depth of comprehension, the students showed variable achievement levels. In average total achievement they were slightly above senior high school level; in depth of comprehension most of the performances were at or above the level of expectancy for college

freshmen; but in vocabulary and rate of comprehension their typical rating was near, but not up to that expected of high school seniors. It was concluded, therefore, that although these students had heightened their reading levels appreciably, the quality of the process possessed weaknesses which could prove to be handicaps in subject areas where success depends upon extensive reading and strong command of the language.

2. With regard to rate of reading achievement and its essential components of comprehending simple content and understanding of paragraphs, at the reader's own depth of comprehension and at her normal rate, the students showed variable reading rates and/or levels. The average rate was comparable to entering college freshmen level in simple content and understanding of simple paragraphs. With respect to rate of reading for the two types of materials used the students' typical rating was near, but not up to that expected level of high school seniors. It was concluded, therefore, that these students evidenced weaknesses which could prove to be serious handicaps in subject areas where success depends upon extensive reading.
3. With respect to specific vocabulary achievement and its essential constituents of relationships of words, words in context, words in isolation, range



of information or words in special subject areas, the students exhibited variable achievement levels. In vocabulary achievement they were at the entering college level for freshmen; in vocabulary in context they were slightly below entering college freshman level; in perception or relations, words in isolation, and range of information most of the performances were at or above the level of expectancy for college freshmen; but in words in context most of the performances were not up to a level expected of college freshmen. It was concluded, therefore, that although these students had heightened their vocabulary levels appreciably, the quality of the process possessed a weakness which could prove to be a handicap in subject areas where success depended upon an adequate command of the language.

4. With regard to more specialized comprehension achievement and its essential elements of paragraph meaning, significant details, related ideas, drawing inferences interpretations the students evidenced variable achievement levels. In average total achievement they were slightly above senior high school level; in simple details and related ideas most of the performances were at the level of expectancy for college freshmen; but in central thought, inferences and interpretation their typical rating was near, but not up to the expected

level of high school seniors. It was concluded, therefore, that although these students had made some progress in these areas, the types and/or kinds of weaknesses shown could prove to be a handicap in subject areas.

5. With respect to oral reading achievement and its essential components of speed and accuracy, the students evidenced variable achievement levels. In the more specific areas of oral reading their level of expectancy was not up to the expected level for college freshmen. The students evidenced weaknesses in the specific areas of flexibility word attack, ability to blend, and phonic knowledge. It was concluded, therefore, that although these students' performance on oral reading level was adequate, however the quality of the process possessed weaknesses which could handicap them in efforts to share materials of a high level of difficulty.
6. With respect to evaluating the nature and scope of the present reading program and its essential components of teachers' and students' reactions, the results showed that the Spelman College Reading program in its totality was only partially in accord with accepted criteria. It was concluded, therefore, that the present reading program at Spelman College did not provide for the reading needs of all students in

accord with their abilities and level of maturity.

### Implications

The important implications of this study focus attention upon the following statements.

1. The realization that these students showed reading difficulties in general reading areas of vocabulary and speed of comprehension implied that their efforts to maintain average or above average ratings in courses requiring much reading would present difficulties ranging from a slow rate in class preparation to some problems in understanding and interpreting technical materials.
2. These students' difficulties in rate of reading could retard them in efforts to engage in an abundance of supplementary readings fundamental to enrichment in many courses.
3. The fact that students reflected difficulties in the more specialized areas of comprehension seemed to imply a need for strengthening the program of reading in content areas.
4. The fact that in specialized tests of vocabulary these students showed improvement seemed to infer effective work in general and specialized training in basic concepts.

5. The exhibitions of difficulties in oral reading supported the current belief that in most schools oral reading is neglected beyond the elementary level.
6. The conclusion that the present reading program is not an all-school or college program led to the inference that systematic training and guidance for all students according to the students' needs was a very real limitation.

#### Recommendations

The foregoing findings prompt the researcher to make the following recommendations:

1. A reading program should be planned that will provide for further development and correction of the difficulties of the students used in this study.
2. A reading program should be planned that will provide for developmental reading growth of all students irrespective of tested reading achievement.
3. Teachers should provide opportunities for oral reading.
4. Continuous evaluation and appraisal of the effectiveness of the reading program and its various aspects should be undertaken by all staff members.

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## APPENDIXES

APPENDIX 1  
SPECIMEN OF TESTS



Printed in U. S. A.

## STANDARDIZED ORAL READING PARAGRAPHS

By William S. Gray

Name \_\_\_\_\_ Age Today \_\_\_\_\_  
Years Months  
Race \_\_\_\_\_ Sex \_\_\_\_\_ Grade \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Date \_\_\_\_\_  
School \_\_\_\_\_ Teacher \_\_\_\_\_

### Directions to the Teacher

Each child should be tested apart from the others in a room by himself. Give him an unused folder. Take another folder and fill in the above blanks before beginning the reading. As the child reads; record his efforts, using the marks presented on the class record sheet, and following the directions printed there as accurately as possible.

1

A boy had a dog.  
The dog ran into the woods.  
The boy ran after the dog.  
He wanted the dog to go home.  
But the dog would not go home.  
The little boy said,  
"I cannot go home without my dog."  
Then the boy began to cry.

2

Once there was a little pig.  
He lived with his mother in a pen.  
One day he saw his four feet.  
"Mother," he said, "what can I do with my feet?"  
His mother said, "You can run with them."  
So the little pig ran round and round the pen.

3

Once there was a cat and a mouse. They lived in the same house. The cat bit off the mouse's tail. "Pray puss," said the mouse, "give me my long tail again."  
"No," said the cat, "I will not give you your tail till you bring me some milk."

4

Once there lived a king and a queen in a large palace. But the king and queen were not happy. There were no little children in the house or garden. One day they found a poor little boy and girl at their door. They took them into the beautiful palace and made them their own. The king and queen were then happy.

5

One of the most interesting birds which ever lived in my bird-room was a blue-jay named Jackie. He was full of business from morning till night, scarcely ever still. He had been stolen from a nest long before he could fly, and he had been reared in a house long before he had been given to me as a pet.

6

The part of farming enjoyed most by a boy is the making of maple sugar. It is better than blackberrying and almost as good as fishing. One reason why a boy likes this work is that someone else does most of it. It is a sort of work in which he can appear to be very industrious and yet do but little.

7

It was one of those wonderful evenings such as are found only in this magnificent region. The sun had sunk behind the mountains, but it was still light. The pretty twilight glow embraced a third of the sky, and against its brilliancy stood the dull white masses of the mountains in evident contrast.

8

The crown and glory of a useful life is character. It is the noblest possession of man. It forms a rank in itself, an estate in the general good will, dignifying every station and exalting every position in society. It exercises a greater power than wealth, and is a valuable means of securing honor.

9

He was approximately six feet tall and his body was well proportioned. His complexion inclined to be florid; his eyes were blue and remarkably far apart. A profusion of hair covered the forehead. He was scrupulously neat in his appearance; and, although he habitually left his tent early, he was well dressed.

10

Responding to the impulse of habit Josephus spoke as of old. The others listened attentively but in grim and contemptuous silence. He spoke at length, continuously, persistently, and ingratiatingly. Finally exhausted through loss of strength he hesitated. As always happens in such exigencies he was lost.

11

The attractions of the American prairies as well as of the alluvial deposits of Egypt have been overcome by the azure skies of Italy and the antiquities of Roman architecture. My delight in the antique and my fondness for architectural and archaeological studies verges onto a fanaticism.

12

The hypotheses concerning physical phenomena formulated by the early philosophers proved to be inconsistent and in general not universally applicable. Before relatively accurate principles could be established, physicists, mathematicians, and statisticians had to combine forces and work arduously.



# ***Dvorak-Van Wagenen Diagnostic Examination of Silent Reading Abilities***

**Senior Division — Form M — Parts II and III**

**AUGUST DVORAK**  
University of Washington  
and

**M. J. VAN WAGENEN**  
University of Minnesota

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M. J. Van Wagenen, Minneapolis, Minnesota

A. sky : blue :: grass : 1. grows 2. hay 3. ripe 4. green 5. lawn.....	A	1	2	3	4	5
B. fish : swims :: man : 1. stands 2. walks 3. talks 4. works 5. sleeps.....	B	1	2	3	4	5
C. head : hat :: foot : 1. ankle 2. leg 3. toe 4. shoe 5. snow.....	C					
D. foot : toe :: hand : 1. glove 2. arm 3. finger 4. fist 5. man.....	D					
E. can : tin :: bottle : 1. cork 2. neck 3. milk 4. break 5. glass.....	E					

Find the word among the last five words that goes with the third word in the same way that the second word goes with the first word, as in the samples above. Black in the space under its number in the row on the answer sheet that has the same number in front of it that is in front of the task.

1. air : airplane :: water : 1. drink 2. boat 3. swim 4. sink 5. sail..... 1.
2. dog : barks :: bird : 1. flies 2. lays 3. wings 4. eats 5. sings..... 2.
3. book : letters :: music : 1. notes 2. tune 3. learn 4. keys 5. play..... 3.
4. lettuce : garden :: apple : 1. tree 2. sweet 3. pick 4. orchard 5. blossom..... 4.
5. sweet : honey :: sour : 1. taste 2. bitter 3. vinegar 4. sugar 5. unpleasant..... 5.
6. cold : ice :: heat : 1. fire 2. steam 3. summer 4. lightning 5. cook ..... 6.
7. foot : leg :: hand : 1. finger 2. wrist 3. arm 4. thumb 5. grasp..... 7.
8. pencil : point :: knife : 1. handle 2. dull 3. cut 4. sharp 5. blade..... 8.
9. blanket : wool :: pillow : 1. slip 2. soft 3. sleep 4. feathers 5. bed..... 9.
10. wolf : dog :: tiger : 1. hunter 2. cat 3. puma 4. elephant 5. bear..... 10.
11. sculptor : statue :: painter : 1. canvas 2. brush 3. paint 4. artist 5. picture..... 11.
12. ounce : pound :: inch : 1. measure 2. foot 3. length 4. yard 5. meter..... 12.
13. cattle : barn :: prisoners : 1. crimes 2. cells 3. confinement 4. jail 5. freedom..... 13.
14. present : known :: future : 1. unknown 2. bright 3. past 4. foretold 5. ahead..... 14.
15. light : lamp :: warmth : 1. clothing 2. wool 3. stove 4. heat 5. fire..... 15.
16. birds : wings :: fish : 1. scales 2. gills 3. swim 4. fins 5. catch..... 16.
17. when : where :: time : 1. distance 2. now 3. present 4. here 5. place..... 17.
18. color : bright :: sound : 1. noise 2. loud 3. grating 4. tone 5. harsh..... 18.
19. past : future :: yesterday : 1. present 2. today 3. tomorrow 4. gone 5. coming..... 19.
20. stone : marble :: wood : 1. oak 2. carpenter 3. tree 4. furniture 5. forest..... 20.
21. wind : air :: rain : 1. falls 2. shower 3. water 4. lightning 5. clouds..... 21.
22. light : sound :: darkness : 1. dawn 2. fear 3. gloom 4. calm 5. silence..... 22.
23. carpenter : saw :: tailor : 1. thread 2. cloth 3. needle 4. scissors 5. pattern..... 23.
24. fork : tine :: knife : 1. blade 2. handle 3. sharp 4. cut 5. steel..... 24.
25. meat : scales :: cloth : 1. measure 2. yardstick 3. scissors 4. yard 5. piece..... 25.

Go to the top of the next page and to the top of the next column on the answer sheet.

**TEST 2. PERCEPTION OF RELATIONS (continued)**

26. poverty : wealth :: sickness : 1. medicine 2. doctor 3. cure 4. death 5. health----- 26.
27. sunshine : sun :: rain : 1. water 2. falls 3. clouds 4. shower 5. lightning----- 27.
28. cowardice : contempt :: dignity : 1. respect 2. wealth 3. honor 4. position 5. pride----- 28.
29. assimilation : vitality :: exertion : 1. exercise 2. fatigue 3. satisfaction 4. energy 5. decay----- 29.
30. water : quantity :: steam : 1. heat 2. vapor 3. gas 4. pressure 5. amount----- 30.
31. religion : beliefs :: science : 1. principles 2. analysis 3. laboratory  
4. equipment 5. experimentation----- 31.
32. automobile : concrete :: train : 1. engine 2. cars 3. rails 4. engineer 5. steel----- 32.
33. carpenter : nails :: tailor : 1. needle 2. scissors 3. thread 4. cloth 5. pattern----- 33.
34. bell : mine :: violin : 1. violin-maker 2. musician 3. store 4. forest 5. inventor----- 34.
35. stars : clouds :: earth : 1. land 2. fog 3. animals 4. life 5. cold----- 35.
36. poverty : education :: sickness : 1. prevention 2. convalescence 3. recovery  
4. sanitation 5. medicine----- 36.
37. bribe : privileges :: ransom : 1. liberation 2. imprisonment 3. torture 4. kidnapping 5. secrecy----- 37.
38. argument : intellect :: music : 1. artist 2. emotion 3. skill 4. instinct 5. composer----- 38.
39. lyric : joy :: epic : 1. abandon 2. emotion 3. fatalism 4. sorrow 5. heroism----- 39.
40. steam : coal :: electricity : 1. dynamo 2. power 3. waterpower 4. energy 5. turbine----- 40.

**Sample Exercises:****TEST 3. VOCABULARY IN CONTEXT**

- A. He felt very **sad** 1. timid 2. happy 3. weary 4. sorrowful 5. hungry----- A
- B. Will you **watch over** my books? 1. deliver 2. guard 3. purchase 4. call for  
5. return----- B

Find among the five words after the sentence the one that can be used in place of the word or phrase in blacker print in the sentence. Look for the row on the answer sheet that has the same number in front of it that is in front of the sentence. In this row on the answer sheet find the space that has the same number above it that is in front of the word that you picked out to use in place of the word or phrase in blacker print in the sentence. Black in this space on the answer sheet just as was done in samples A and B. Do not skip any exercises.

1. He may stay for **some time**. 1. eternally 2. awhile 3. indelibly 4. permanently  
5. indefinitely----- 1.
2. They expect to **give up** their home. 1. devastate 2. eradicate 3. perpetuate 4. illuminate  
5. abandon----- 2.
3. It was a **forsaken** looking place. 1. formidable 2. auspicious 3. forlorn 4. convivial  
5. palatial----- 3.
4. The crowd will soon **come together**. 1. retaliate 2. conform 3. disperse 4. assemble  
5. migrate----- 4.
5. She will be here **soon**. 1. presently 2. eventually 3. recently 4. meanwhile 5. temporarily----- 5.
6. Your speech must be **limited** to the topic. 1. appropriate 2. superfluous 3. relevant  
4. superficial 5. confined----- 6.
7. He will **undertake** this new duty. 1. assume 2. derogate 3. evade 4. divulge 5. solicit----- 7.
8. One cannot **tell beforehand** what the weather will be. 1. insinuate 2. predict 3. com-  
pile 4. recapitulate 5. expiate----- 8.
9. This is a difficult **act** to perform. 1. caprice 2. regime 3. dogma 4. feat 5. epoch----- 9.
10. There was a **report** that he had returned. 1. delusion 2. sanction 3. rumor 4. fantasy  
5. prediction----- 10.

Go to the top of the next page and to the top of the next column on the answer sheet.

### TEST 3. VOCABULARY IN CONTEXT (continued)

3

11. He **does better than** his brother in school. 1. chides 2. harasses 3. exhorts 4. excels  
5. supplicates ----- 11.
12. This payment will **decrease** our funds. 1. eliminate 2. obliterate 3. prostrate  
4. diversify 5. diminish ----- 12.
13. His is a **kindly** smile. 1. genial 2. timorous 3. malevolent 4. capricious 5. gruesome ----- 13.
14. He was in a mood of **regret** for his injuries to others. 1. reluctance 2. repentance  
3. insolence 4. complacency 5. sophistication ----- 14.
15. They will soon **enter** the dense forest. 1. dissipate 2. extirpate 3. penetrate  
4. assassinate 5. extinguish ----- 15.
16. He will **give up** his wealth to the state. 1. surrender 2. suppress 3. ascribe 4. disguise  
5. quote ----- 16.
17. He is a **harmless** boy. 1. fastidious 2. impeccable 3. reluctant 4. truculent 5. inoffensive 17.
18. She is in a **thoughtful** mood. 1. apprehensive 2. covetous 3. timorous 4. pensive  
5. complacent ----- 18.
19. They will **stop** the papers printing the defeats. 1. reiterate 2. evacuate 3. suppress  
4. stipulate 5. remonstrate ----- 19.
20. He is a **lazy** boy. 1. insipid 2. indolent 3. versatile 4. capricious 5. irascible ----- 20.
21. His influence is **of no importance**. 1. importunate 2. accessory 3. insignificant  
4. incalculable 5. unscrupulous ----- 21.
22. Games often **attract** us from our duties. 1. emancipate 2. entice 3. intimidate  
4. stultify 5. disrupt ----- 22.
23. They tried to **dead**en his cries. 1. estrange 2. assuage 3. aggravate 4. stifle 5. enhance 23.
24. He could easily **prepare** for the position. 1. negotiate 2. barter 3. carouse 4. advocate  
5. qualify ----- 24.
25. He was a **stubborn** boy. 1. obstinate 2. flippant 3. malevolent 4. arrogant 5. indolent 25.
26. The principles of algebra are **sure**. 1. relevant 2. infallible 3. pretentious 4. palpable  
5. unscrupulous ----- 26.
27. This is a **genuine** account of what happened. 1. incredible 2. palpable 3. scrupulous  
4. authentic 5. relevant ----- 27.
28. A **quarrel** developed in the meeting. 1. gesticulation 2. diversity 3. dissension  
4. complaisance 5. lamentation ----- 28.
29. She will **punish** the pupil for his misbehavior. 1. chasten 2. contaminate 3. vindicate  
4. mercerize 5. indict ----- 29.
30. He spends his money **wisely**. 1. credulously 2. spontaneously 3. legitimately  
4. illegally 5. prudently ----- 30.
31. Although disagreeable things arise he is **contented**. 1. prostrate 2. acrimonious  
3. complacent 4. auspicious 5. exuberant ----- 31.
32. His giving up the prize to the blind boy was an act of **nobleness**. 1. execration  
2. incrimination 3. imprecation 4. magnanimity 5. nonchalance ----- 32.
33. He had a **fantastic** appearance. 1. extenuating 2. inimitable 3. obnoxious  
4. predatory 5. grotesque ----- 33.
34. The heavy rains have **blotted out** the trail. 1. suffused 2. obliterated 3. encumbered  
4. striated 5. congested ----- 34.
35. His action in avoiding suspicion was a **wise** one. 1. discreet 2. inoffensive 3. credulous  
4. obsequious 5. obvious ----- 35.
36. This is a **hateful** thing to do. 1. formidable 2. audacious 3. efficacious 4. odious  
5. adequate ----- 36.
37. He was too **weak** a leader to resist their demands. 1. impotent 2. precocious  
3. importunate 4. supercilious 5. exuberant ----- 37.
38. Did his thoughtless remarks **insult** you? 1. incarcerate 2. affront 3. placate  
4. enervate 5. fluster ----- 38.
39. He is very **saving** of his time. 1. predatory 2. scrupulous 3. frugal 4. exorbitant  
5. sumptuous ----- 39.
40. That is not a **reasonable** answer to my question. 1. comprehensive 2. magnanimous  
3. mercenary 4. credulous 5. rational ----- 40.

Go to the top of the next page and to the top of the next column on the answer sheet.

**TEST 4. VOCABULARY IN ISOLATION****Sample Exercises:**

A. simple-----1. hard 2. funny 3. easy 4. busy 5. tiny-----A

B. guard-----1. stop 2. watch over 3. hit 4. run away 5. climb-----B

In the samples above, one of the five words or phrases after the first word has the same meaning as the first word. In Sample A **easy** has the same meaning as **simple** and easy has a 3 in front of it. So in row A at the top of the rows under 4. **Vocabulary in Isolation** on the answer sheet, the space with the 3 above it is blacked in. Sample B, **watch over** has the same meaning as **guard** and has 2 in front of it. So in Row B on the answer sheet the space under 2 is blacked in. Do the rest of the tasks in the same way. Keep the numbered lines on the answer sheet matched with the number tasks in the test book. Do not skip any of the tasks.

1. agony-----1. great pain 2. greediness 3. hunger 4. gloom 5. great joy----- 1.
2. unprofitable-----1. seasonable 2. sacred 3. terrible 4. useless 5. gainful----- 2.
3. ridicule-----1. scold 2. love 3. make fun of 4. strike 5. injure----- 3.
4. achieve-----1. take up 2. begin 3. assist 4. plan 5. accomplish----- 4.
5. cordial-----1. cold 2. hearty 3. clever 4. careless 5. powerful----- 5.
6. peril-----1. cruelty 2. pride 3. error 4. rage 5. danger----- 6.
7. brink-----1. surface 2. top 3. slope 4. edge 5. cliff----- 7.
8. resistance-----1. opposition 2. cruelty 3. respect 4. change 5. fondness----- 8.
9. ample-----1. empty 2. enough 3. worthy 4. powerful 5. popular----- 9.
10. security-----1. profit 2. income 3. safety 4. debt 5. risk----- 10.
11. sullen-----1. fearful 2. sulky 3. sly 4. timid 5. kind----- 11.
12. appropriate-----1. ordinary 2. costly 3. probable 4. quaint 5. suitable----- 12.
13. recount-----1. excite 2. tempt 3. tell 4. experience 5. prevent----- 13.
14. vigorous-----1. strong 2. cruel 3. greedy 4. excited 5. suitable----- 14.
15. exhaust-----1. destroy 2. tear apart 3. throw away 4. use up 5. select----- 15.
16. fugitive-----1. captive 2. fighter 3. soldier 4. enemy 5. runaway----- 16.
17. serene-----1. silent 2. innocent 3. calm 4. idle 5. late----- 17.
18. substantial-----1. solid 2. proper 3. helpless 4. hopeful 5. suitable----- 18.
19. infamous-----1. well known 2. careless 3. stupid 4. disgraceful 5. marvelous----- 19.
20. loathe-----1. soothe 2. hate 3. neglect 4. resemble 5. love----- 20.
21. denounce-----1. frighten 2. slay 3. reprove 4. select 5. destroy----- 21.
22. tranquil-----1. humble 2. strong 3. abundant 4. disturbed 5. calm----- 22.
23. indignation-----1. courage 2. displeasure 3. display 4. punishment 5. desire----- 23.
24. trivial-----1. petty 2. solemn 3. shameful 4. gorgeous 5. serious----- 24.
25. derision-----1. fright 2. admiration 3. guilt 4. scorn 5. wrath----- 25.

Go to the top of the next page and to the top of the next column on the answer sheet.

**TEST 4. VOCABULARY IN ISOLATION (continued)**

5

26. opportune.....1. very early 2. seasonable 3. probable 4. secure 5. previous..... 26.
27. fortitude.....1. cruelty 2. human 3. hope 4. courage 5. fear..... 27.
28. conceit.....1. faith 2. joy 3. distress 4. worry 5. vanity..... 28.
29. vehemence.....1. strength 2. envy 3. fury 4. hope 5. joy..... 29.
30. solicit.....1. beg 2. comfort 3. examine 4. expose 5. reprove..... 30.
31. obscure.....1. not costly 2. valuable 3. not large 4. not plain 5. not regular..... 31.
32. transient.....1. temporary 2. permanent 3. patient 4. seasonable 5. peerless..... 32.
33. dissemble.....1. proclaim 2. recount 3. disguise 4. announce 5. predict..... 33.
34. adversity.....1. sorrow 2. greed 3. opposition 4. help 5. misfortune..... 34.
35. eminent.....1. courteous 2. prominent 3. common 4. industrious 5. familiar..... 35.
36. innocuous.....1. harmless 2. tough 3. strange 4. stealthy 5. disgraceful..... 36.
37. astute.....1. humorous 2. righteous 3. courteous 4. keen 5. stupid..... 37.
38. disparage.....1. annoy 2. cheapen 3. suffer 4. quarrel 5. decorate..... 38.
39. audacious.....1. earnest 2. charming 3. cautious 4. clever 5. bold..... 39.
40. inimical.....1. spotless 2. doubtful 3. unfriendly 4. disagreeable 5. cruel..... 40.

Go to the top of the next page and to the top of the first column  
on the back of the answer sheet.

## Sample Exercises:

A. The sun rises in the 1. evening 2. west 3. south 4. morning 5. north-----A

B. A chauffeur drives an 1. engine 2. automobile 3. airplane 4. horse 5. boat-----B

In the samples above, one of the five words after each incomplete sentence completes it correctly. In **Sample A**, it is **4 morning**, so the space under the 4 in row A at the top of the rows under **Test 5. Range of Information** is blacked in. In **Sample B**, **2 automobile** is the word that completes the sentence correctly, so the space under the 2 in row B on the answer sheet is blacked in. Do the rest of the tasks in the same way. Keep the numbered lines on the answer sheet matched with the numbered tasks in the test book. Do not skip any of the tasks.

1. A tariff is a 1. permit 2. tax 3. crime 4. legal summons 5. penalty----- 1.
2. A broker deals in 1. machines 2. bank deposits 3. fruits 4. cattle 5. stocks----- 3.
3. Limes are a kind of 1. fruit 2. vegetable 3. tree 4. fish 5. nut----- 3.
4. A teller works in a 1. factory 2. store 3. office 4. bank 5. hospital----- 4.
5. Remington is a kind of 1. piano 2. fountain pen 3. typewriter 4. automobile 5. radio----- 5.
6. Pineapples come from 1. Hawaii 2. Florida 3. Cuba 4. Brazil 5. China----- 6.
7. Lipton is a maker of 1. cigarettes 2. clothing 3. tea 4. razors 5. coffee----- 7.
8. Whist is played with 1. bats 2. dice 3. rackets 4. mallets 5. cards----- 8.
9. A representative of a foreign government is a 1. deputy 2. proxy 3. alternate  
4. ambassador 5. delegate----- 9.
10. Cobra is a kind of 1. insect 2. snake 3. bird 4. mammal 5. fish----- 10.
11. The Quakers are a 1. fraternal 2. charitable 3. farmers 4. political 5. religious organization 11.
12. Polo is a 1. musical composition 2. sport 3. disease 4. drama 5. poem----- 12.
13. Decisions in a football game are made by the 1. coach 2. announcer 3. halfback  
4. referee 5. manager----- 13.
14. Lloyd George had most influence in 1. England 2. Russia 3. Germany 4. Greece 5. France----- 14.
15. A license is a 1. tax 2. crime 3. permit 4. legal summons 5. penalty----- 15.
16. Tokio is in 1. China 2. Philippines 3. India 4. Japan 5. Manchuria----- 16.
17. Macbeth was written by 1. Scott 2. Milton 3. Defoe 4. Stevenson 5. Shakespeare----- 17.
18. Cicero was a 1. Greek 2. Roman 3. Egyptian 4. Persian 5. Carthaginian----- 18.
19. A felony is a 1. tax 2. permit 3. crime 4. legal summons 5. penalty----- 19.
20. Yale University is in 1. Connecticut 2. California 3. Wisconsin 4. Illinois 5. New York----- 20.
21. Muscle Shoals is a--1. museum 2. sea coast 3. dam 4. sanitarium 5. gorge----- 21.
22. A franchise is a 1. tax 2. crime 3. legal summons 4. penalty 5. privilege----- 22.
23. Beatrice is a character in--1. Shakespeare 2. Virgil 3. Goethe 4. Dante 5. Hugo----- 23.
24. Isaiah was a--1. prophet 2. king 3. apostle 4. law-giver 5. patriarch----- 24.
25. A subpoena is a 1. tax 2. legal summons 3. crime 4. permit 5. penalty----- 25.

Go to the top of the next page and to the top of the next column on the answer sheet.

**TEST 5. RANGE OF INFORMATION (continued)**

7

26. Vodka is a kind of 1. cloth 2. wood 3. food 4. coal 5. drink..... 26.
27. Lean meat is rich in 1. carbohydrates 2. fats 3. proteins 4. vitamins 5. acids..... 27.
28. Warsaw is in 1. Poland 2. Roumania 3. England 4. Russia 5. India..... 28.
29. Sugar is stored by the 1. lungs 2. liver 3. heart 4. stomach 5. muscles..... 29.
30. Wagner was a 1. sculptor 2. scientist 3. painter 4. musician 5. author..... 30.
31. Socially minded people are organized into 1. clubs 2. parties 3. denominations  
4. labor unions 5. associations..... 31.
32. Shasta is a 1. national park 2. falls 3. astronomical observatory 4. tree 5. volcanic peak..... 32.
33. Laissez faire applies to 1. religion 2. philosophy 3. government 4. architecture 5. music..... 33.
34. Confucianism is one of the chief religions of 1. Turkey 2. Japan 3. India 4. China 5. Russia... 34.
35. Modulation is a procedure used in 1. sculpture 2. music 3. painting 4. tapestry 5. poetry..... 35.
- 36 Tannhauser is a 1. statue 2. painting 3. symphony 4. opera 5. waltz..... 36.
37. The chief deity of the Egyptians was 1. Ra 2. Zeus 3. Marduk 4. Jupiter 5. Allah..... 37.
38. Jean Valjean is a character in 1. Shakespeare 2. Hugo 3. Virgil 4. Goethe 5. Dante..... 38.
39. Nature stories were written by 1. Doyle 2. Bret Harte 3. Mark Twain  
4. Harris 5. Thompson-Seton..... 39.
40. A cleaver is used to cut 1. cloth 2. wood 3. meat 4. grass 5. wire..... 40.

**This is the end of Part II. Look through your answer sheet to see  
that no answers have been left out on either side.**



## PART III—READING SCALE

## Sample Paragraph

It was Perez, a friar, on whom Columbus called with his little son Diego, and explained his need for men and ships to prove the world is round. The friar interested his friend, Queen Isabella of Spain, in the plans of Columbus. But when the three ships that carried Columbus to America sailed from Spain, Diego was left to stay at the palace of the Queen until his father should come back.

1. When Brandt, because of rash acts, found himself in danger of being seized by the British, he sought shelter at the farmhouse of a relative, although he knew that the family would suffer punishment if the British heard that he had been there. Early in the next afternoon, Bob, the youngest son of the household, burst in with the news that a band of British soldiers were on the way to search the farm for Brandt. "There is a boat on the riverbanks," suggested Ben, the older son. As Brandt dashed out of the house he nearly ran into Hetty, a girl of twelve, who was sprinkling some cloth to bleach it in the sun. "Tell the soldiers I have gone up the road while I get away in the boat," he paused to say.

"I can't do that, cousin, it would not be true."

"But you would not betray me to the British, Hetty?"

"Run, I shall not tell them which way."

Just then the band of British were heard approaching.

"Quick! Lie down while I cover you."

When the captain of the band rode up where Hetty was sprinkling her cloth and inquired if she had seen a man running by, she replied, "Yes, sir, but I promised not to tell which way."

"But you must or it will be the worse for you."

"He said he was going for the boat but asked me to tell you that he had gone up the hill."

2. The one fact which restricts the mode of life and nutrition of the fungi is the absence of chlorophyll and their consequent dependence on outside supplies of organic carbon and in many cases of organic nitrogen. Fungi are, therefore, compelled to live on materials derived from other plants or animals, and are either parasites on living organisms or saprophytes living on their dead. The large majority are the latter and they, with their bacteria, are the great agents of decay in nature the moulds attacking the fallen leaves and branches and the bodies of dead animals as well as stale foods and damp clothing. The fungi afford some of the best instances of symbiosis or the living together of dissimilar organisms like the lichens and algae, in which an alga receives from the fungus water and inorganic substances and sometimes protection from desiccation, while the fungus derives its organic food supply from the algae. Another form of association between fungi and higher plants, known as mycorrhizas, consists of the fungi growing in intimate relation with or within the cells of the roots of higher plants. In the case of the orchids which are devoid of chlorophyll and must therefore depend for their whole supply of organic food on the humus in which they live, there is no evidence that the plants are able to undertake this absorption in the absence of the fungus.

## A. The paragraph is mainly about

1. Perez, the friar 2. Queen Isabella 3. the ships in which Columbus sailed 4. the voyage of Columbus 5. the palace of the Queen A

## B. Perez had been a friend of

1. Columbus 2. Diego 3. Queen Isabella 4. Diego's father 5. the father of Columbus B

## C. Diego was left at home because he was

1. a friar 2. too young 3. not interested 4. afraid to go 5. didn't know his father was going C

## D. When Diego was left at the palace, he was

1. happy 2. glad 3. relieved 4. joyous 5. unhappy D

## Answers

	1	2	3	4	5
A	:	:	:	1	:
B	:	:	1	:	:
C	:	:	:	:	1
D	:	:	:	:	1

## 1. The story is mainly about

1. Brandt's escape from the farm 2. British pursuit of Brandt 3. Hetty's danger 4. Hetty's truthfulness 5. how Hetty saved Brandt from capture

## 2. How did Hetty act when Brandt asked her to lie to the soldiers?

1. as if afraid 2. cowardly 3. traitorously 4. judiciously 5. resentfully

## 3. How did Brandt probably feel at Hetty's reply that she could not lie?

1. resentful 2. sorrowful 3. chagrined 4. respectful 5. thankful

## 4. In coming to the Atwood home for protection, Brandt was

1. despicable 2. courageous 3. inconsiderate 4. honoring them 5. self-sacrificing

## 5. The paragraph is mainly about the

1. things fungi attack 2. harm fungi do 3. different kinds of fungi 4. way fungi live 5. what foods fungi need

## 6. Fungi are

1. always harmless 2. necessary for the growth of some plants lacking chlorophyll 3. necessary for the growth of all plants 4. always beneficial 5. harmful to the algae

## 7. One of the causes of things rotting is

1. lack of chlorophyll 2. organic carbon 3. symbiosis 4. bacteria 5. mycorrhizas

## 8. The process by which fungi help the roots of higher plants to function is called

1. parasites 2. mycorrhizas 3. symbiosis 4. saprophytes 5. decay

## 9. Moulds that live on stale foods are

1. algae 2. parasites 3. lichens 4. bacteria 5. saprophytes

## 10. Fungi are

1. animals too small to be seen 2. plants too small to be seen 3. a kind of plant 4. mainly parasites 5. a kind of animal

## 11. From algae, lichens obtain

1. chlorophyll 2. oxygen 3. organic carbon 4. water 5. carbon dioxide

## 12. The dependence of fungi upon other organisms for their food supply is due to their

1. being plants 2. tiny size 3. being agents of decay 4. lack of chlorophyll 5. lack of inorganic substances

3. Gerry always wanted to join Bob and Roy when they went off to fish. She wanted to be twelve and a boy instead of a girl and nine. When she begged to go along this morning they laughed and said, "No girls allowed," as usual.

When they promised her a perch for supper, she replied, "I don't want your old fish."

As she lay in the hammock, she heard someone coming up the walk. "Molly," she thought; "now I shall have to play with her the rest of the day."

But it turned out to be Cousin Ned in his navy clothes. He was full of stories about how his boat had crossed the ocean many times among the submarines, but he could stay only a couple of hours and the boys would not be home until night. A swift thought ran through her mind, but she was ashamed of it and wished there was some way to get hold of them. They were across the bay with the boat. She knew their code of signals but they were too far away to hear her. Running to the roof, she tried signalling to them with a mirror to come home. At first they hesitated, but finally gave up their sport to come.

4. The so-called economic individualism is largely the product of climatic conditions. When the Englishman leaves his moist and fertile home for the almost riverless wastes of the antipodes, he becomes, if not a socialist, the next move to one. In Australia we accordingly find government railroads, insurance, steamships, frozen-meat industry and many other examples of government industry that would be viewed with dismay in the mother country. Likewise the arduous struggles with a rebellious soil and an inhospitable climate caused the American of the early nineteenth century to turn to the government for state roads, canals, railroads, and bounties. When, however, the mountains had been crossed and the fertile valleys of the Middle West, with an abundant rainfall and a genial climate, had been reached, private initiative replaced government assistance and the age of corporations was ushered in. The theory of individualism was a natural result of the economic, and at bottom of the climatic, conditions of a new environment.

5. The colonial farmer was his own blacksmith, carpenter, and tanner and sometimes his own shoemaker as well. Every housewife could spin and weave, make soap and tallow candles. He hunted and fished for food as well as sport. The furs he traded for money or supplies. He cut his hay with a scythe and his grain with a cradle and threshed it with a flail. Plows, harrows, and carts were the only farm implements drawn by horses or oxen. Even his furniture was usually homemade. People who lived in the same locality helped one another in clearing land, in harvesting and corn husking, and at quiltings and barn raisings. These gatherings of neighbors to work together, called "bees," were rollicking social events enjoyed to the full, while weddings were joyous occasions at which there was a great deal of gaiety and rough sport in contrast with the solemnity of the long religious services.

13. The paragraph is mainly about

1. Gerry's trials 2. a fishing trip 3. a sailor's arrival 4. signaling the boys 5. Molly's visit 13

14. The "swift thought" that ran through Gerry's mind was

1. they will be disappointed 2. I wish the boys were here 3. serves them right 4. I must get them 5. I wish I were with them - - - - 14

15. Gerry's feeling for Molly was one of

1. hating 2. being angry 3. envy 4. liking 5. being bored - - - - 15

16. The paragraph is mainly about

1. influence of government 2. influence of climate 3. early American settlers 4. the age of corporations 5. conditions in Australia - - - 16

17. The growth of industrial corporations in America was in part due to the

1. rebellious soil of the East 2. Allegheny Mountains 3. unfavorable climate of the East 4. favorable climate of the Middle West 5. great plains of the Middle West - - - - 17

18. The building of state roads and canals in America around 1800 was in no small measure due to

1. conditions of the soil 2. political conditions 3. trade conditions 4. growth of population 5. westward settlement - - - - 18

19. In America around 1800, there was a large degree of government

1. interference 2. control 3. ownership 4. assistance 5. regulation - - - - 19

20. People's attitude toward government activities is largely the result of

1. nationality 2. politics 3. ownership 4. economic individualism 5. climate - - - 20

21. In Australia, there is a large degree of government

1. assistance 2. control 3. ownership 4. interference 5. regulation - - - - 21

22. The attitude of England toward government activities such as railroad transportation and insurance has been

1. decidedly favorable 2. somewhat favorable 3. indifferent 4. slightly favorable 5. hostile 22

23. The paragraph is mainly about colonial

1. industries 2. farm tools 3. home furnishings 4. social gatherings 5. life on the farm - - 23

24. Life on a colonial farm was

1. easy 2. rigorous 3. dangerous 4. hurried 5. monotonous - - - - 24

25. Social life in a colonial neighborhood was

1. aristocratic 2. boisterous 3. artificial 4. refined 5. insipid - - - - 25

6. In the garden in front of a little one room cottage among the rocks sat Pietro, a lad of twelve, and his grandmother, Elizabetta, braiding straw. He had to do the work of his little sister, Bianca, who had not lived, when he wanted to do a man's work. When Elizabetta saw the splices in his work, she chided him, "Bianca would have been patient, as was your mother." Once when he went to the market to buy more straw for Elizabetta, he stopped to look at a picture that a white haired artist was painting. "There is something wrong with your picture, sir; one shadow is longer than the other." "And what do you do, my boy?" asked the painter. "Paint, as everyone else in Italy seems to do?" Pietro did not want to tell what he did, but at last the artist drew his story from him. A few mornings later when Pietro and Elizabetta returned from church, the artist was sitting in front of their cottage. After some words of greeting, the stranger suggested to Elizabetta, "Down in the city, there is a girl of fifteen who longs to learn the art of straw-braiding and who could teach her better than you? She could take Pietro's place while he comes to live with me."

7. Balance, measure, and patience, these are the eternal conditions of high success, and these are just what the sentimental Celt has never had. Even in the world of spiritual creation, he has never, in spite of his admirable gifts of quick perception and warm emotion, succeeded perfectly because he never has had steadiness, patience, sanity enough to comply with the conditions under which alone can expression be perfectly given to the finest perceptions and emotions. The Greek has the same perceptive, emotional temperament as the Celt; but to this temperament he adds the sense of measure; hence his admirable success in the plastic arts, in which the Celtic genius with its chafing against the despotism of fact, its perpetual straining after mere emotion, has accomplished nothing. In the comparatively petty art of ornamentation, in rings, brooches, relic-cases, he has done just enough to show his delicacy of taste, his happy temperament; but the grand difficulties of painting and sculpture, the prolonged dealings of spirit and matter, he has never had patience for. Take the more spiritual arts of music and poetry. All that emotion alone can do in music the Celt has done; the very soul of emotion breathes in the Scotch and Irish airs; but what has the Celt, so eager for emotion that he has not had patience for science, accomplished in music in comparison with the less emotional but science developing German? In poetry, where emotion counts for so much, but where reason, measure, sanity also count for so much, the Celt has shown genius but his faults have hindered him from producing great works such as other great nations with a genius for poetry—the Greeks or Italians—have produced. If his rebellion against fact has lamed the Celt in spiritual work, how much more it has lamed him in business and politics!

26. The paragraph is mainly about

1. an artist    2. Pietro's good fortune    3. Pietro's work    4. Pietro's sister    5. Pietro's grandmother    26

27. To Elizabetta, the artist was

1. tactful    2. overbearing    3. chiding    4. sarcastic    5. deceitful    -    -    -    -    -    -    27

28. The paragraph is mainly about the

1. Celtic temperament    2. arts of painting, music, and poetry    3. shortcomings of the Celt    4. Celtic emotions    5. conditions of high success    -    -    28

29. The Celt has accomplished least in

1. politics    2. music    3. art of ornamentation    4. poetry    5. sculpture    -    -    -    -    29

30. Perfect expression can be given to the finest perceptions only when there is

1. a happy temperament    2. reason    3. rebellion against facts    4. sanity    5. love of poetry    -    30

31. The German surpasses the Celt in

1. emotional feeling    2. happiness of temperament    3. dealing with facts    4. quick perception    5. delicacy of taste    -    -    -    -    31

32. One of the shortcomings of the Celt is his

1. warmth of emotions    2. happiness of temperament    3. want of patience    4. quickness of perception    5. delicacy of taste    -    -    -    -    32

33. High success calls for

1. warm emotion    2. delicacy of taste    3. rebellion against facts    4. balance    5. straining after emotion    -    -    -    -    33

34. Among the Celts are the

1. Greeks    2. Germans    3. Italians    4. Scotch    5. Romans    -    -    -    -    34

8. In a typical flower, there are four distinct whorls, an outer calyx of sepals, usually green in color and protective in function; within it is the corolla of petals, commonly highly colored to attract insects; next the androecium of stamens, arising from receptacles within the petals and consisting each of a stalk, the filament, on which is an anther containing the pollen sacs from which the pollen is ultimately discharged, and in the center the pistil or gynoecium of carpels which is made up of stigma, style and ovary, and after flowering is enlarged to form the fruit and contain the seeds. The parts of the calyx are sometimes free or separate, at other times united; in the former case, the calyx is polysepalous, in the latter gamosepalous. A corolla is dipetalous, tripetalous, etc., according as it has two, three, etc., separate parts; the general name polypetalous is given to corollas with separate parts, while those in which the parts are united are monopetalous, gamopetalous or sympetalous. The filaments may cohere to a greater or lesser extent, the anthers remaining free. Thus, all the filaments may unite to form a tube around the pistil, in which case the term monodelphous is used, or they may be arranged in two bundles (diadelphous) as in the pea. When a gynoecium consists of a single carpel it is simple or monocarpellary, when composed of several carpels, each of which has its own ovary, style, and stigma it is compound or polycarpellary.

9. The composite racial origins of the French race, their immemorial contact with the Roman and other Mediterranean and Near-Eastern civilizations before and after the Crusades, the political preeminence of the nation in several later centuries, have no doubt left their imprint in the high level of intelligence, taste, artistic and creative power that characterize the present population. France remains in the economic domain the principal world's purveyor of fine quality of luxury goods, and of works of art, which by their constantly changing nature, fancifulness, taste, quality, and finish attract the more fastidious and discriminating classes in most civilized countries. The primary notes of French production retain this individuality and inventiveness, despite certain oncoming and more pronounced industrialization. These qualities explain the vigor of the small industries in France—the host of Paris trades, jewelry, artificial flowers, toys, distinctive creations in innumerable branches, as well as the specialization in so many textile and other industries that have been now organized on larger lines than formerly. The persistence of these traits also explains how France still contains a very large body of small masters, and of skilled workers formed by them, whose inherited intellectual and artistic curiosity is extremely keen. The general population has not been overwhelmed to the same extent as most western European nations by urbanization and industrialization.

35. The paragraph is mainly about  
 1. structure of flowers      2. variations in flowers  
 3. functions of different parts of a flower      4. inter-relationship of different parts of a flower      5. evolution of flowers      -      -      -      -      -      -      35
36. The pistil contains  
 1. petals      2. stigmas      3. sepals      4. anthers  
 5. filaments      -      -      -      -      -      -      36
37. When the petals of a flower are separate, the corolla is  
 1. diapetalous      2. polypetalous      3. monopetalous  
 4. sympetalous      5. gamopetalous      -      -      -      37
38. The parts of a flower that grow out of the petals are the  
 1. sepals      2. carpels      3. stigmas      4. anthers  
 5. stamens      -      -      -      -      -      -      38
39. The development and distribution of the pollen is a function of the  
 1. corolla      2. stamens      3. styles      4. calyx  
 5. ovaries      -      -      -      -      -      -      39
40. The stamens are usually  
 1. bearers of the pollen sacs      2. green      3. parts of the corolla      4. highly colored      5. protective in function      -      -      -      -      -      -      40
41. The paragraph is mainly about French  
 1. culture      2. economic characteristics      3. products  
 4. industrial changes      5. trade relations      -      -      -      41
42. The goods produced by France are mainly things that are bought because they are  
 1. needed      2. time saving      3. labor saving  
 4. enjoyed      5. costly      -      -      -      -      -      42
43. The creative power of the French is expressed mainly in their  
 1. making of things beautiful      2. machine production      3. industrial organizations      4. inventions of machinery      5. selling abilities      -      -      -      -      43
44. The industries of France are mainly  
 1. large with highly specialized activities      2. of the home manufacturing type      3. small and highly specialized in output      4. of a machine production nature      5. organized for mass production      -      -      -      44
45. The contact of the French with the civilizations of the Mediterranean and Near East has been  
 1. very brief      2. very recent      3. only very remote      4. of little consequence      5. over a long period      -      -      -      45

10. "If you will but help me, Hannah, with the candle-dipping you will forget to fret all day long about the homecoming of father and Nathaniel," said Sarah Wadsworth to her daughter. "But it is now two weeks since they started away with the sledge to bring us back the wood for the winter. Father said it would take no longer than ten days and there have been storms and there are Indians." Not until three weeks later did a little Indian boy, Joe, half frozen and almost breathless, come beating at the door. On the piece of birch bark that he thrust into Mrs. Wadsworth's hands was written, "We are safe but the Indians will not let us go without gifts of beads and corn. Send some men to fetch us." Early the next morning a large party of men from the nearby homes were following Joe with gifts for the return of Nathaniel and his father.

11. We always find the warmest air at the top of a room. When the air is heated, it expands, becomes lighter in weight, and is then pushed up by the heavier cold air. All around the Equator, the air heated by the more direct rays of the sun is pushed up by the cooler air flowing in from both the north and the south. The great streams of cool air blowing toward the Equator are called the trade winds. As the earth turns from west toward the east, the winds lag behind the solid earth. Hence, they come from the northeast in the northern hemisphere and from the southeast in the southern hemisphere. The warm air pushed up at the Equator flows toward the North and South Poles and is called the anti-trade winds. Because the earth turns faster at the Equator than at the Poles, the anti-trade winds in the northern hemisphere blow from the southwest while those in the southern hemisphere blow from the northwest. The air in free circulation always contains water vapor. Warm air can hold more than colder air. When the warm air is cooled, the water vapor condenses as rain. The warm air pushed up in the equatorial region holds much water vapor, which is cooled as it is pushed upward and flows toward the poles.

12. Twenty-seven years ago, Jean Valjean had escaped from prison. In the meanwhile, he had reformed and was now Monsieur Madeleine, mayor of M..... At Arras, a day's drive away, another man was being tried as Jean Valjean. To give himself up to save the innocent victim would mean exchanging the house he had built, his books, his writings, his walks in the fields, for the galley crew, the iron collar, the chain at his foot the dungeon, the plank bed, horrors which he knew so well! For hours he had walked the floor. But now the carriage he had ordered was waiting. A few miles along and a wheel gave out. It could not be fixed until the next day and no other conveyance was to be had to reach Arras in time for the trial. He had faithfully exhausted every means to reach Arras. Then a woman offered to rent him her carriage. In this he reached the court room at Arras just in time to hear two convicts swear that the prisoner was Jean Valjean. It was evident that the man was lost until the newcomer pushed through the crowd and exclaimed "Release the man. He is not the man you seek. I am Jean Valjean."

46. The paragraph is mainly about Nathaniel and his father's

- |                       |                |                  |                      |                            |
|-----------------------|----------------|------------------|----------------------|----------------------------|
| 1. capture by Indians | 2. home coming | 3. trip for wood | 4. failure to return | 5. rescue by his neighbors |
| -                     | -              | -                | -                    | -                          |

47. The Wadsworth family lived

- |                 |                     |                               |                  |                     |
|-----------------|---------------------|-------------------------------|------------------|---------------------|
| 1. in a village | 2. in the mountains | 3. on a clearing in the woods | 4. near a forest | 5. on a lonely farm |
| -               | -                   | -                             | -                | -                   |

48. The long absence of Nathaniel and his father made Mrs. Wadsworth

- |                 |                   |                |
|-----------------|-------------------|----------------|
| 1. very happy   | 2. feel important | 3. very lonely |
| 4. very anxious | 5. very fretful   | -              |

49. The paragraph is mainly about

- |                       |                |                         |                |             |
|-----------------------|----------------|-------------------------|----------------|-------------|
| 1. direction of winds | 2. temperature | 3. expansion of the air | 4. the Equator | 5. rainfall |
| -                     | -              | -                       | -              | -           |

50. In the northern hemisphere, the cold winds blow from the

- |              |              |         |              |
|--------------|--------------|---------|--------------|
| 1. southwest | 2. southeast | 3. west | 4. northeast |
| 5. northwest | -            | -       | -            |

51. In the southern hemisphere, the cold winds blow from the

- |              |          |              |              |
|--------------|----------|--------------|--------------|
| 1. southwest | 2. north | 3. southeast | 4. northwest |
| 5. northeast | -        | -            | -            |

52. In the southern hemisphere, the warm winds blow from the

- |              |              |          |              |
|--------------|--------------|----------|--------------|
| 1. southwest | 2. southeast | 3. south | 4. northeast |
| 5. northwest | -            | -        | -            |

53. Which of these winds blows over the British Isles with its damp climate and location north of the Equator?

- |                   |                   |               |
|-------------------|-------------------|---------------|
| 1. southwest wind | 2. northwest wind | 3. trade wind |
| 4. northeast wind | 5. southeast wind | -             |

54. The paragraph is mainly about Jean Valjean's

- |                     |              |                   |
|---------------------|--------------|-------------------|
| 1. life at M.....   | 2. surrender | 3. moral struggle |
| 4. journey to Arras | 5. reform    | -                 |

55. Jean Valjean's life at M..... had been

- |             |               |              |                |
|-------------|---------------|--------------|----------------|
| 1. hard     | 2. monotonous | 3. turbulent | 4. extravagant |
| 5. pleasant | -             | -            | -              |

56. How did the prisoner probably feel toward the two convicts?

- |            |               |              |             |
|------------|---------------|--------------|-------------|
| 1. sorry   | 2. revengeful | 3. forgiving | 4. thankful |
| 5. helpful | -             | -            | -           |

3. In the thirteenth century, China was far ahead of France, Spain, England, Germany, or Italy, though Italy burned brightest the flame of Western culture. Why has the leadership passed from the East to the West in seven short centuries? The first and rather flattering answer is that the white race is intrinsically superior race. The engineering feat of building the famous great wall of China, in comparison with which the building of the transcontinental railroad is a comparatively small matter, suggests that the Chinese are not inferior in abilities. Rather, the West owes its favorable position to the idea of science, an attitude that looks at life, determines its methods of operation and adjusts them to human needs, a desire to find out how the outside environment in which we live works, coupled with the desire to increase power to control it. The first consciously to develop this view was Leonardo da Vinci, but Galileo, Kepler, Newton, and a host of others should be permanently great names in our history, for they made significant contributions to the extension of this way of looking at things and life. Science was largely responsible for the industrial revolution, for industry, by itself, is stagnant and static; science is needed to make it progressive and dynamic. In the Orient, there are many places where the spinning-wheel, potter's wheel, and other tools such as were used in the Occident centuries ago are still in use.

4. The people of Athens and Sparta spoke a common language, Greek. Athens, rising high from the plain and exposed to the fresh breezes from the sea, was a fast growing city of busy trade, but not so busy that the freemen loved to sit in the sun and discuss poetry or listen to the wise words of a philosopher without a thought of war. Sparta, built at the bottom of a deep valley, used the surrounding mountains as a barrier to foreign thought. It was an armed camp, where the people knew how to fight and liked to fight, but they never wrote a line that was considered literature. When Athens, attacked by the Persians in superior numbers, asked aid of Sparta, too small an army was dispatched to keep Athens from being sacked by the Persians, but when the Persians with their larger numbers, threatened to overrun all Greece, the Spartans led the victorious land attack on the Persians while the Athenian ships destroyed the enemy's fleet. Famous sculptors, painters, and scientists were sought far and wide to help rebuild the city of Athens and make it more beautiful but at the same time high walls were built to make it the strongest fortress of that day, stronger by far than Sparta, despite the fact that the Persians had been completely broken.

57. The paragraph is mainly about

1. China's great wall    2. native superiority of the white race    3. the influence of science    4. the industrial revolution    5. how our environment works    57

58. The kind of leadership that has passed from China to the white race is leadership in

1. promotion of happiness    2. social relations    3. development of character    4. literature and art    5. control over forces of nature    -    -    -    -    58

59. The leadership of this white race is due to

1. the attitude of science    2. its native superiority    3. the industrial revolution    4. its geographical location    5. its engineering feats    -    -    -    -    59

60. The notion that the Chinese are inferior to the white race in native ability is

1. undoubtedly true    2. supported by facts    3. a belief among the Chinese    4. flattering to the Chinese    5. not supported by comparatively early achievements    -    -    -    -    -    -    -    60

61. The paragraph is mainly about the

1. Persian attack upon Athens    2. union of Sparta and Athens    3. rebuilding of Athens    4. the contrast between Athens and Sparta    5. destruction of the Persian attackers    -    -    -    -    -    61

62. Athens and Sparta had similar

1. speech    2. ideals    3. interests    4. ideas    5. attitudes    -    -    -    -    -    -    62

63. The Spartans evidently looked upon the growth of Athens with

1. suspicion    2. envy    3. admiration    4. pride    5. fear    -    -    -    -    -    -    63

64. The thing which the Spartans and Athenians had in common was

1. trained army    2. foreign trade    3. language    4. literary products    5. interest in art    -    -    -    64

65. After the defeat of the Persians, the feeling that grew up between the Athenians and Spartans was one of

1. cooperation    2. trustfulness    3. helpfulness    4. sympathy    5. hostility    -    -    -    -    65

66. Before the Persian War, Sparta and Athens were evidently

1. bitter enemies    2. tolerant of each other    3. very friendly    4. united politically    5. keen rivals    -    66

15. Never shall I forget the morning when my father changed his last measure of grain for a shawl of scarlet cloth fringed with silver, which he threw around my shoulders. After he had decked my head with flowers, he led me into the market place where a concourse of people were waiting for the purchase of slaves. Proud was I when several talents were offered for me. When my father scowled and refused the money, I thought he must be playing a game and laughed. Even when an elderly man asked me with solicitude if I was hungry I laughed again for my father had nourished me most carefully and plentifully. But Xanthus, waiting for no answer, took out of a sack, which one of his slaves carried at his side, a cake of wheaten bread, and a piece of honey-comb and gave them to me. The honey-comb I held to my father's mouth. He dashed it to the ground; but seizing the bread, began to devour it ferociously. This, too, I thought was play and began to laugh, but Xanthus looked at him like one afraid and smote the cake from him, crying aloud, "Name the price." My father placed me in his arms, naming a price much below what the other had offered. But while Xanthus was counting out the silver, my father seized the cake again, for his hunger was exasperated by the taste and the delay. Suddenly there was a tumult. Turning around in the old woman's bosom who had received me from Xanthus, I saw my beloved father struggling on the ground, livid and speechless. The more violent my cries the more rapidly they hurried me away; and many were soon between us.

16. The Chinese work hard for a living, but when they have enough to live on, they live on it, going to the theatre, listening to a scholar, admiring art of an earlier time, or leisurely walking in beautiful scenery, instead of trying to augment their wealth, as many Westerners do to buy works of art at fabulous prices to impress their neighbors. Among ourselves, the people who are regarded as moral luminaries are those who forego pleasures themselves and find compensation in interfering with the pleasure of others. In China a man is expected to be respectful to his parents, kind to his children, generous to poor relations, and courteous to all—duties not very difficult to fulfill, but actually carried out. They admit in theory that there are occasions when it is proper to fight, and in practice that these occasions are so rare that military leaders who appeal to force find that no one, not even their own soldiers, take them seriously; whereas we hold in theory that there are no occasions when it is proper to fight and in practice devote a part of the wonderful skill and efficiency we develop in manufacture to the making of guns, poison gases, and airplanes to kill each other wholesale, while the rest is devoted to the making of ships, automobiles, telephones, and other means of living luxuriously at high pressure.

67. The paragraph is mainly about a

1. slave market
2. girl sold into slavery
3. father's sacrifice
4. wicked father
5. man being trampled upon

68. The father sold his daughter so that

1. she would not starve
2. he might have money
3. he would not have to take care of her
4. he could do as he wanted to
5. he would be avenged

69. When the father sold his daughter, it was a time of

1. celebration
2. famine
3. debauchery
4. rejoicing
5. war

70. The father sold his daughter to Xanthus rather than the first bidder because

1. Xanthus offered more money
2. Xanthus was older
3. Xanthus had slaves
4. he trusted Xanthus
5. he feared the first bidder might not pay

71. The father's attitude toward his daughter was one of

1. cold-bloodedness
2. cruelty
3. devotion
4. fear
5. hatred

72. The father's action in selling his daughter to Xanthus was one of

1. mercy
2. selfishness
3. cowardliness
4. cruelty
5. rapacity

73. Xanthus was a man of great

1. wealth
2. power
3. ambition
4. rudeness
5. understanding

74. A word that characterizes the activities of the Chinese is

1. hypocrisy
2. progress
3. display
4. moderation
5. power

75. A word that characterizes the people of the western nations in contrast to the Chinese is

1. kindness
2. moderation
3. appreciation
4. veneration
5. hypocrisy

7. Just as at any earlier date, the scientist looked first upon the molecule and then upon the atom as the ultimate element of matter, so today he envisages all the stuff of the universe in terms of electrons and protons, the negative and positive electricities which were earlier assumed to explain all electrical phenomena. So now we say that matter is granular in structure and electrical in nature. The constant change and motion of matter which appear as chemical, electrical, or gravitational phenomena are ascribed to energy, the existence of which is an inference from the motions involved in the changes that occur in the form, chemical composition, or location of bodies of matter. Only in this kinetic form can it be measured or detected, for between such occasions it masks its potentialities and appears as harmless as the explosive hell, the high tension wires, or the reservoir of still water in the hill above the hydroelectric plant. To fill the broad spaces in which our tangible and ponderable matter forms mere specks, a vast ether is assumed through which energy may be transmitted from one body to another, whether as light or heat from solar bodies, or as so-called ether waves from a radio broadcasting station to a receiving set. Of the three entities of matter, energy, and ether—ether is the most debatable assumption for energy may not be transmitted through a continuous ethereal medium but hurtled through space like a bullet, for which there is much evidence. In a science where the ether is a convenient postulate and energy a formless unknown, the electron stands out in stark reality as a definite ponderable particle, the tiny material and ultimate element of the universe.

8. As soon as I had shot the buffalo, all the village came running and shouting, and the squaws gathered around the dead animal, jostling and elbowing each other as they tore off the meat. It is the Indian rule that game is common property, and my buffalo was soon reduced to a pile of bones by the knives of the busy squaws. I could not help laughing as I watched them struggling for the choice morsels. First, the skin was carefully removed, and then the muscle and gristle cut away. Then, just as a squaw was about to take the coveted part, she would be rudely thrust aside, and some other squaw would take it. These exploits were received with loud shouts of laughter, and no ill temper or quarreling was observed among the excited crowd of women who surrounded the carcass.

76. The paragraph is mainly about

1. nature of energy
2. ultimate element of matter
3. electrical and gravitational phenomena
4. kinetic form of energy
5. nature of matter, energy, and ether

76

77. Heat from the sun is thought of as

1. gravitational phenomena
2. transmission of energy
3. ether waves
4. motion of bodies
5. chemical phenomena

77

78. Tangible matter is thought by scientists to consist of

1. the ether in space
2. electrons and protons
3. gravitational phenomena
4. energy in its kinetic form
5. ether waves

78

79. The smallest known particles of which things are composed are

1. kinetic forms of energy
2. molecules
3. electrons
4. chemical phenomena
5. atoms

79

80. The existence of which of these is an assumption only?

1. ether
2. electrons
3. gravitational phenomena
4. energy
5. atoms

80

81. The existence of energy is inferred from

1. the chemical composition of matter
2. changes in the location of matter
3. reservoirs of water
4. granular structure of matter
5. ether waves

81

82. In dividing up the buffalo meat, the Indian women were

1. sportive
2. courteous
3. angry
4. cruel
5. fighting with one another

82

83. In dividing up the buffalo meat, the Indian women were

1. calm
2. quiet
3. sad
4. quarrelsome
5. hilarious

83



19. The actions of protons and electrons in following the well-known electrical laws of like particles repelling each other and unlike attracting one another, appear as if they were the result of two urges—one toward the assembling in any region of equal numbers of the positive protons and the lighter negative electrons; the other, mutual repulsion between two or more protons or between two or more electrons. Certain arrangements of the particles in space seem to be more stable than others. One of the most stable groups comprises four protons and four electrons. All of these except two electrons are closely grouped into a tiny particle, known as an alpha particle. The other two electrons disport themselves at some distance and presumably on opposite sides of the alpha particle, which attracts them because of its excess of protons. The entire group is known as an atom of helium, in which we have the characteristic structure of all atomic systems—at the center a nucleus composed of a close arrangement of protons and a smaller number of electrons, with electrons in the region beyond. In the nitrogen atom the nucleus contains fourteen protons and seven electrons, the excess of protons indicating the atomic number and the nuclear content the nature of the atom. About this nucleus are seven planetary electrons, two of which apparently occupy positions on opposite sides of the nucleus with the other five at a greater distance and disposed as if on an imaginary sphere about the nucleus. Uranium, a very unstable chemical element, with a nucleus having an excess of ninety-two protons eventually yields to the strain, expels an alpha particle and loses two planetary electrons, leaving a different chemical element, with different chemical properties. The sodium atom with an excess of eleven protons in its nucleus and chlorine with an excess of seventeen protons are without the complete satisfaction of both the urges while the atoms of neon with an excess of ten protons and argon with an excess of eighteen protons are both completely satisfied.

20. "Have you not heard the story of the fool, the frying pan, and the fire?" asked a neighbor of Joseph Aspdin of Leeds. "He is a good-enough worker and neighbor in the daytime but every evening for years he has been mixing and stirring something in a pan and watching it over the fire as if the pan held gold. The poor man cooks rocks and clay. Some people have heard him say he is trying different mixtures and different temperatures but seemed no nearer finding out the kind of a hard and strong cement the old Romans had used. Thirteen years went by before he finally discovered the mixture, now known as Portland Cement, which will not crack or break and can be used under water as well as on land. Then his neighbors said, "He is a lucky man. Soon he and his cement will be famous. The whole town is proud of him."

84. The paragraph is mainly about

1. properties of chemical elements    2. structure of atoms
3. chemical urges    4. alpha particles
5. stability of atoms    -    -    -    -    -

85. In the nucleus, there are always

1. more electrons than protons    2. same number of electrons and protons
3. more positively charged particles    4. more negatively charged particles
5. protons only    -    -    -    -    -

86. The most unstable element among this group is

1. argon    2. nitrogen    3. helium    4. uranium
5. neon    -    -    -    -    -

87. The electrons in the outer region of the nitrogen atom are supposed to be arranged in the form of a

1. circle    2. ring    3. sphere    4. plane    5. polygon

88. The paragraph is mainly about Joseph Aspdin's

1. neighbors    2. luck    3. discovery    4. queerness
5. persistence    -    -    -    -    -

89. As a worker for others, Joseph Aspdin seemed to his neighbors to be

1. careless    2. sensible    3. foolish    4. clever
5. ingenious    -    -    -    -    -

90. During his thirteen years of work, Joseph Aspdin's neighbors probably felt

1. resentful toward him    2. respect for him
3. amused at him    4. sorry for him    5. fearful

91. Joseph Aspdin's neighbors were probably people of

1. great initiative    2. restless disposition    3. contentedness
4. much ingenuity    5. changing views

21. Among the artificial causes of famine may be classed war and economic errors in the production, transport, and sale of food-stuffs, while among the natural causes may be classed all failures of crops due to excess or defect of rainfall and other meteorological causes, or to the ravages of insects and vermin. The natural causes are still mainly outside our control, though science enables agriculturists to combat them more successfully, and the improvement in means of transport allows a rich harvest in one land to supplement the defective crops in another. In tropical countries drought is the commonest cause of a failure in the harvest, and where great droughts are not uncommon—as in parts of India and Australia—the hydraulic engineer comes to the rescue by devising systems of water storage and irrigation. It is less easy to provide against the evils of excessive rainfall, frost, hail, and the like. The experience of the French in Algiers shows that it is possible to stamp out a plague of locusts, such as is the greatest danger to the farmer in many parts of Argentina. But the ease with which food can nowadays be transported from one part of the world to another minimizes the danger of famine from natural causes, as we can hardly conceive that the whole food-producing area of the world should be thus affected at once.

22. At the time Ansgar arrived in Sweden in the ninth century, iron was in universal use in the country and had been so since the fifth century before Christ. It was during this period, the Iron Age, that the inhabitants of Sweden first became acquainted with brass, silver, lead, and glass, as well as iron. As works of iron could not, like those of bronze, be produced only by casting, the smith's craft came to have far greater significance during this age. Prior to the Iron Age, there was another period, the Bronze Age, when the use of iron was altogether unknown. Weapons and tools were then made of bronze—a mixture of copper and tin. Gold was the only other metal known during this period, which continued from about the fifteenth century B. C. to the fifth century B. C. Previous to the Bronze Age, the people of Sweden were in complete ignorance of the use of any metals. They were compelled to make their weapons and implements of such materials as stone, horn, bone, and wood. This period is recognized as the Stone Age.

92. The paragraph is mainly about

1. causes of famines 2. agriculture 3. transportation 4. relief of famine 5. effects of famines 92

93. It is hardest to prevent the damage due to

1. insects 2. too little rainfall 3. vermin 4. no rainfall for a season 5. too great rainfall - 93

94. The effect of a famine in any locality is relieved mainly by

1. irrigation 2. destroying insects 3. scientific agriculture 4. better means of shipping 5. water shortage - - - - - 94

95. Crop failures in tropical regions are mostly due to

1. shortage of rainfall 2. frost 3. insects 4. intense heat 5. excessive rainfall - - - - - 95

96. A world wide famine is

1. fairly likely 2. not very likely 3. very unlikely 4. probable 5. very likely to occur - - - - - 96

97. The paragraph is mainly about

1. Ansgar's arrival in Sweden 2. Iron Age in Sweden 3. weapons used in different ages 4. metals used in Sweden at different periods 5. what bronze is made of - - - - - 97

98. The only metals known during the Bronze Age were

1. tin, gold, and copper 2. iron and bronze 3. iron copper, and gold 4. tin and copper 5. gold, silver, iron, and copper - - - - - 98

99. Of these the first to come into use was

1. gold 2. silver 3. bronze 4. glass 5. wood 99

100. Which one of these has been in use the longest?

1. lead 2. tin 3. silver 4. glass 5. iron - 100

Also Part I Van Wagenen Verbal Mental Abilities Scales Form A Division 4  
and Part I Dvorak-Van Wagenen Diagnostic Examination of Silent Reading Abilities  
Senior Division

In Grades 4, 5, 6, 7, 8 and 9, give five minutes for working on the scale and use this conversion table.

No. of paragraphs correctly read	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Words per minute in grades 4-9	6	12	18	24	30	36	42	48	54	60	66	72	78	84	90	96	102	108	114	120
No. of paragraphs correctly read	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Words per minute in grades 4-9	126	132	138	144	150	156	162	168	174	180	186	192	198	204	210	216	222	228	234	240
No. of paragraphs correctly read	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56				
Words per minute in grades 4-9	246	252	258	264	270	276	282	288	294	300	306	312	318	324	330	336				

In Grades 10, 11 and 12, give four minutes for working on the scale and use this conversion table.

No. of paragraphs correctly read	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Words per minute in grades 10-12	7	15	22	30	37	45	52	60	67	75	82	90	97	105	112	120	127	135	142	150
No. of paragraphs correctly read	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Words per minute in grades 10-12	157	165	172	180	187	195	202	210	217	225	232	240	247	255	262	270	277	285	292	300
No. of paragraphs correctly read	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56				
Words per minute in grades 10-12	307	315	322	330	337	345	352	360	367	375	382	390	397	405	412	420				

### DIRECTIONS FOR RATE OF COMPREHENSION TEST

Read paragraph A carefully.

A Jane needed a spool of silk thread to finish her new dress. But when she went to the store for her mother she forgot to get the ~~buttons~~ she needed.

In the last half of this paragraph the word buttons does not fit in with the meaning of the rest of the paragraph, so buttons is crossed out.

B The carpenter asked Tom to go to the hardware store and get him a pound of nails. When Tom got back with the matches the carpenter gave him a nickle.

E When we hit the man as he was crossing the street it made him very angry. While he was getting up and brushing off his clothes he laughed at us.

C We are planning to go on an all day picnic tomorrow. We want to get started just as early in the afternoon as we can get away.

F There was a very large crowd to see the motion picture last night. We got there very early but even then there was hardly an empty table in the place.

D John's car came to a stop because there was no more gasoline in the tank. When he had to walk over a mile to get water it made him cross.

G The ball game was more than half over when we got to it but it was so exciting that we were glad to see even the first part of it.

## RATE OF COMPREHENSION

1. Alice had wanted a new sewing machine for a long time. She was very happy when she got one as a Christmas present and has already learned to play it.
2. The fire in the city last night was such a big one and could be seen from so far away that people drove long distances to see the fireworks.
3. Henry feels sure that he will be a good carpenter when he grows up. Whenever his mother has anything to be repaired around the house he does it very poorly.
4. The blizzard lasted so long that the Scott family was without food for two days. As soon as the storm let up Mr. Scott hurried to the store for some fuel.
5. My friend lives a mile from the main road. Whenever I visit her I go as far as I can on the bus and swim the rest of way.
6. Mary expects to get a letter telling her of her brother's death at any time so she watches with a great deal of happiness for the coming of the mailman.
7. Thomas' new bicycle breaks down nearly every time he rides it. The boys think it must have been a very costly one, however much he may have paid for it.
8. Margaret liked to sit on the beach in her bathing suit but the sun shone so brightly that she was afraid of getting wet if she stayed out too long.
9. Every one in Marshall calls the old shoemaker on the corner Uncle John. Many people have been going to him to have their watches repaired for the last twenty years.
10. It is cloudy this morning and looks as if it would rain in a short time. If you go to the store be sure to take your cane with you.
11. During the winter squirrels can seldom get food from the earth because it is covered with deep snow, so during the fall they store up fuel for the coming winter.
12. Since they have been living at the lake the boys have become so fond of rowing that we have bought each one of them a new bicycle for his birthday.
13. Alice is making a new dress to wear to a party next week. She expected to have it done tonight but she did not have enough paint to finish it.
14. All the boys in our school like Peter and want him to play in all their games. This is because he plays unfairly when he is on the losing side.
15. There was danger of fire in the woods since no rain had fallen for weeks. So when campers came they were told it was too wet to start a fire.
16. Otto always shares his toys and candies with his playmates whether he likes them or not. Because of this trait everyone who knows him thinks he is very selfish.
17. The firemen came rushing down the street to the corner house but when they got there they were too late to help as the cat had already been put out.
18. Eggs were so high last winter that Mrs. Scott decided not to use them any longer in baking. In making cakes she selected recipes which did not call for butter.
19. Mr. Brown is an honest man and has been such a good mayor of our city that nearly everybody will vote against him if he runs for the office again.
20. Some children who live in the country think a library is a place where books are made but city children know that it is a place where they are sold.
21. There has been a great deal of rain this summer. In fact, we have had so much that it has been too dry for anyone's garden to grow well.
22. Henry and John started to build a kennel in which their new dog could sleep nights. When it was nearly finished they suddenly discovered that they were out of mucilage.
23. Mr. Jones expects to move into his new house soon. Only a little carpenter work remains to be done and the plumber thinks he can have that finished next week.
24. John had never seen a mountain before he went to visit his country cousins. He was very much thrilled at his first view of one because it seemed so active.
25. When it is cold the ice freezes thick enough for children to skate safely but it was so warm last winter that children could not go swimming at any time.
26. The old roof on our house has been leaking very badly for a long time. Father says that we shall just have to have a new chimney before winter comes.
27. We started out for the concert very early last night but when we got there we found the restaurant already so crowded that we could not get a seat anywhere.
28. The children were a very gay and happy lot when they got back from the picnic. To be in such a mood they must have had a dismal time indeed.

*(Continue on next page)*

29. The man who does our painting always forgets to paint something so he has to come back again. The last time he was here he forgot to do the rugs.
30. Mr. Williams has been going to his work on the bus. He bought a new car one day last week so now he can walk to his work every morning.
31. When Ralph's mother lets him play every afternoon during the summer while she washes clothes for other people to earn a living, we think she is very cruel to him.
32. The new hunting dog which we bought only a short time ago was delivered in a crate. When we opened it he jumped out and began to purr very happily.
33. You had better look in your mail box for some mail for you. When Jane and I were coming down the street we saw the milkman stop at your house.
34. Joseph is so fond of animals that he has no trouble in taming the wild ones that he catches young. When he grows up he expects to be a butcher.
35. Many children have been having the measles lately. Although it was clear and warm yesterday very few children were at the school picnic. The rain must have kept them away.
36. Last month the carpenters put a new roof on our house and this week the painters have been here. Our house begins to look much like an old one again.
37. Martin ran hurriedly out of the house with his ball and bat. His sister, who saw him go, called to her mother that Martin had gone to play marbles again.
38. The doctor has been stopping at the next door every day for a week. As we have not seen the little boy for a while he must be away again.
39. All the boys except Ralph were wearing their bathing suits, so when a swim was decided upon Ralph ran home as fast as he could to get his baseball suit.
40. It always makes Frank very angry to see a big boy tease and abuse a smaller one. He started in to laugh when Henry tripped up his little brother yesterday.
41. When Harry fell off his new pony and broke his arm his mother was very much frightened and rushed him to the dentist just as fast as she could drive.
42. Jane is a clerk at the ribbon counter in a large department store in our city. It amuses her very much when some people try to match dishes for themselves.
43. When we drove home after the shower it seemed as if half the trees along the road had been blown down. It must have taken a heavy rainfall to do that.
44. Harry started to the store on his bicycle to get some groceries. The streets were so icy and the wind blew so hard that he found the walking very difficult.
45. During his vacation Theodore had to work in a meat market instead of playing with the other boys. He used to get very tired of cutting cloth day after day.
46. The boys were afraid that the waves would overturn their boat when the wind came up so quickly so they swam back to the shore as quickly as they could.
47. Our teacher told us one morning that sponges are the skeletons of animals. Since then we have been trying to find out what kind of looking plants they come from.
48. Whenever John was late to breakfast he always laid it to his broken watch. He will have to find another excuse now as he got a new pen for Christmas.
49. John earns money by keeping hens and selling eggs in a nearby city. As he delivers them while they are perfectly fresh he gets a good price for his vegetables.
50. Jane learned so easily that she seldom took the trouble to look at her lessons. When she failed in school everyone knew that it was due to her stupidity.
51. Margaret is very much afraid of getting sunburned in the summer. This is the reason why she will never go out for a walk without taking her dog with her.
52. The teacher seems to think that Jack is either very stupid or very lazy or perhaps both. It must be because he does all of his school work so well.
53. John has already worn a hole in the bottom of one of his new shoes. Tell him to be sure to stop at the tailor's to have it repaired today.
54. When Harold started the brush fire in the dry grass back of our house this afternoon he never thought that the disease would spread so rapidly over the whole place.
55. The president had been shot in the morning. Every detective in the country was working on the case but at a late hour the thief had not yet been caught.
56. Frank must have had a breakdown on the way as he is very late in getting home from the village tonight. Otherwise he must have started much earlier than usual.

If you have finished before the time is up,  
raise your hand and let the examiner know

# Scale Scores

Part I Rate of Compr. Words per Min.	Part II Rate of Compr. Words per Min.	C-scores 3. Vocab. in Context	4. Vocab. in Isolation	5. Range of Inf.
420	115	141	142	120
412	114	140	141	119
406	113	139	140	118
397	112	138	139	117
390	111	137	138	116
382	110	136	137	115
375	109	135	136	114
367	108	134	135	113
360	107	133	134	112
352	106	132	133	111
345	105	131	132	110
336	104	130	131	109
330	103	129	130	108
324	102	128	129	107
321	101	127	128	106
318	100	126	127	105
315	99	125	126	104
312	98	124	125	103
309	97	123	124	102
306	96	122	123	101
300	95	121	122	100
294	94	120	121	99
291	93	119	120	98
288	92	118	119	97
285	91	117	118	96
282	90	116	117	95
279	89	115	116	94
276	88	114	115	93
270	87	113	114	92
264	86	112	113	91
261	85	111	112	90
258	84	110	111	89
255	83	109	110	88
252	82	108	109	87
249	81	107	108	86
246	80	106	107	85
240	79	105	106	84
234	78	104	105	83
231	77	103	104	82
228	76	102	103	81
225	75	101	102	80
222	74	100	101	79
219	73	99	100	78
216	72	98	99	77
210	71	97	98	76
204	70	96	97	75
201	69	95	96	74
198	68	94	95	73
195	67	93	94	72
192	66	92	93	71
189	65	91	92	70
186	64	90	91	69
180	63	89	90	68
174	62	88	89	67
171	61	87	88	66
168	60	86	87	65
165	59	85	86	64
162	58	84	85	63
159	57	83	84	62
156	56	82	83	61
150	55	81	82	60
144	54	80	81	59
141	53	79	80	58
138	52	78	79	57
135	51	77	78	56
132	50	76	77	55
129	49	75	76	54
126	48	74	75	53
122	47	73	74	52
119	46	72	73	51
116	45	71	72	50
113	44	70	71	49
110	43	69	70	48
107	42	68	69	47
104	41	67	68	46
101	40	66	67	45
98	39	65	66	44
95	38	64	65	43
92	37	63	64	42
89	36	62	63	41
86	35	61	62	40
83	34	60	61	39
80	33	59	60	38
77	32	58	59	37
74	31	57	58	36
71	30	56	57	35
68	29	55	56	34
65	28	54	55	33
62	27	53	54	32
59	26	52	53	31
56	25	51	52	30
53	24	50	51	29
50	23	49	50	28
47	22	48	49	27
44	21	47	48	26
41	20	46	47	25
38	19	45	46	24
35	18	44	45	23
32	17	43	44	22
29	16	42	43	21
26	15	41	42	20
23	14	40	41	19
20	13	39	40	18
17	12	38	39	17
14	11	37	38	16
11	10	36	37	15
8	9	35	36	14
5	8	34	35	13
2	7	33	34	12
0	6	32	33	11
-3	5	31	32	10
-6	4	30	31	9
-9	3	29	30	8
-12	2	28	29	7
-15	1	27	28	6
-18	0	26	27	5
-21	-1	25	26	4
-24	-2	24	25	3
-27	-3	23	24	2
-30	-4	22	23	1
-33	-5	21	22	0
-36	-6	20	21	-1
-39	-7	19	20	-2
-42	-8	18	19	-3
-45	-9	17	18	-4
-48	-10	16	17	-5
-51	-11	15	16	-6
-54	-12	14	15	-7
-57	-13	13	14	-8
-60	-14	12	13	-9
-63	-15	11	12	-10
-66	-16	10	11	-11
-69	-17	9	10	-12
-72	-18	8	9	-13
-75	-19	7	8	-14
-78	-20	6	7	-15
-81	-21	5	6	-16
-84	-22	4	5	-17
-87	-23	3	4	-18
-90	-24	2	3	-19
-93	-25	1	2	-20
-96	-26	0	1	-21
-99	-27	-1	0	-22
-102	-28	-2	-1	-23
-105	-29	-3	-2	-24
-108	-30	-4	-3	-25
-111	-31	-5	-4	-26
-114	-32	-6	-5	-27
-117	-33	-7	-6	-28
-120	-34	-8	-7	-29
-123	-35	-9	-8	-30
-126	-36	-10	-9	-31
-129	-37	-11	-10	-32
-132	-38	-12	-11	-33
-135	-39	-13	-12	-34
-138	-40	-14	-13	-35
-141	-41	-15	-14	-36
-144	-42	-16	-15	-37
-147	-43	-17	-16	-38
-150	-44	-18	-17	-39
-153	-45	-19	-18	-40
-156	-46	-20	-19	-41
-159	-47	-21	-20	-42
-162	-48	-22	-21	-43
-165	-49	-23	-22	-44
-168	-50	-24	-23	-45
-171	-51	-25	-24	-46
-174	-52	-26	-25	-47
-177	-53	-27	-26	-48
-180	-54	-28	-27	-49
-183	-55	-29	-28	-50
-186	-56	-30	-29	-51
-189	-57	-31	-30	-52
-192	-58	-32	-31	-53
-195	-59	-33	-32	-54
-198	-60	-34	-33	-55
-201	-61	-35	-34	-56
-204	-62	-36	-35	-57
-207	-63	-37	-36	-58
-210	-64	-38	-37	-59
-213	-65	-39	-38	-60
-216	-66	-40	-39	-61
-219	-67	-41	-40	-62
-222	-68	-42	-41	-63
-225	-69	-43	-42	-64
-228	-70	-44	-43	-65
-231	-71	-45	-44	-66
-234	-72	-46	-45	-67
-237	-73	-47	-46	-68
-240	-74	-48	-47	-69
-243	-75	-49	-48	-70
-246	-76	-50	-49	-71
-249	-77	-51	-50	-72
-252	-78	-52	-51	-73
-255	-79	-53	-52	-74
-258	-80	-54	-53	-75
-261	-81	-55	-54	-76
-264	-82	-56	-55	-77
-267	-83	-57	-56	-78
-270	-84	-58	-57	-79
-273	-85	-59	-58	-80
-276	-86	-60	-59	-81
-279	-87	-61	-60	-82
-282	-88	-62	-61	-83
-285	-89	-63	-62	-84
-288	-90	-64	-63	-85
-291	-91	-65	-64	-86
-294	-92	-66	-65	-87
-297	-93	-67	-66	-88
-300	-94	-68	-67	-89
-303	-95	-69	-68	-90
-306	-96	-70	-69	-91
-309	-97	-71	-70	-92
-312	-98	-72	-71	-93
-315	-99	-73	-72	-94
-318	-100	-74	-73	-95
-321	-101	-75	-74	-96
-324	-102	-76	-75	-97
-327	-103	-77	-76	-98
-330	-104	-78	-77	-99
-333	-105	-79	-78	-100
-336	-106	-80	-79	-101
-339	-107	-81	-80	-102
-342	-108	-82	-81	-103
-345	-109	-83	-82	-104
-348	-110	-84	-83	-105
-351	-111	-85	-84	-106
-354	-112	-86	-85	-107
-357	-113	-87	-86	-108
-360	-114	-88	-87	-109
-363	-115	-89	-88	-110
-366	-116	-90	-89	-111
-369	-117	-91	-90	-112
-372	-118	-92	-91	-113
-375	-119	-93	-92	-114
-378	-120	-94	-93	-115
-381	-121	-95	-94	-116
-384	-122	-96	-95	-117
-387	-123	-97	-96	-118
-390	-124	-98	-97	-119
-393	-125	-99	-98	-120
-396	-126	-100	-99	-121
-399	-127	-101	-100	-122
-402	-128	-102	-101	-123
-405	-129	-103	-102	-124
-408	-130	-104	-103	-125
-411	-131	-105	-104	-126
-414	-132	-106	-105	-127
-417	-133	-107	-106	-128
-420	-134	-108	-107	-129
-423	-135	-109	-108	-130
-426	-136	-110	-109	-131
-429	-137	-111	-110	-132
-432	-138	-112	-111	-133
-435	-139	-113	-112	-134
-438	-140	-114	-113	-135
-441	-141	-115	-114	-136
-444	-142	-116	-115	-137
-447	-143	-117	-116	-138
-450	-144	-118	-117	-139
-453	-145	-119	-118	-140
-456	-146	-120	-119	-141
-459	-147	-121	-120	-142
-462	-148	-122	-121	-143
-465	-149	-123	-122	-144
-468	-150	-124	-123	-145
-471	-151	-125	-124	-146
-474	-152	-126	-125	-147
-477	-153	-127	-126	-148
-480	-154	-128	-127	-149
-483	-155	-129	-128	-150
-486	-156	-130	-129	-151
-489	-157	-131	-130	-152
-492	-158	-132	-131	-153
-495	-159	-133	-132	-154
-498	-160	-134	-133	-155
-501	-161	-135	-134	-156
-504	-162	-136	-135	-157
-507	-163	-137	-136	-158
-510	-164	-138	-137	-159
-513	-165	-139	-138	-160
-516	-166	-140	-139	-161
-519	-167	-141	-140	-162
-522	-168	-142	-141	-163
-525	-169	-143	-142	-164
-528	-170	-144	-143	-165
-531	-171	-145	-144	-166
-534	-172	-146	-145	-167
-537	-173	-147	-146	-168
-540	-174	-148	-147	-169
-543	-175	-149	-148	-170
-546	-176	-150	-149	-171
-549	-177	-1		



# 5. Range of General Information

Reading continued

Read the directions in the test book for test 5 on

PAGE 6

SAMPLES

1	2	3	4	5
A				
B				

Test 5

1	2	3	4	5
1	2	3	4	5
2	1	2	3	4
3	1	2	3	4
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AMERICAN COUNCIL ON EDUCATION  
**COOPERATIVE ENGLISH TEST**  
**SINGLE BOOKLET EDITION**  
(Higher Level)  
**FORM T**



**READING COMPREHENSION (Test C2)**

by  
FREDERICK B. DAVIS and MARY WILLIS, Cooperative Test Service  
with the editorial assistance of

DONALD D. DURRELL, Boston University; DANIEL D. FEDER, Illinois State Civil Service Commission;  
WILLIAM S. GRAY, University of Chicago; ARTHUR E. TRAXLER, Educational Records Bureau; and LOUIS C. ZAHNER, Groton School

**EXPRESSION (Tests A and B2)**

by  
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Please print:

Name..... Date.....  
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Grade or Class..... Age..... Date of Birth.....  
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M. or F.  
Title of the English course you are now taking..... Instructor.....

**Time limits and general directions are printed on the next page.**

Reading Comprehension Scores

	Scaled Score
Vocabulary	
Speed of Comprehension	
Level of Comprehension	

(Sum of Scaled Scores for Parts: )

Total Reading Comprehension	
-----------------------------	--

Total English Score

Test	Scaled Score
Mechanics of Expression	
Effectiveness of Expression	
Reading Comprehension (Total)	

(Sum of Scaled Scores for the Three Tests: )

Total English	
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# COOPERATIVE ENGLISH TEST

## SINGLE BOOKLET EDITION

(Higher Level)

containing

Reading Comprehension

Mechanics of Expression

Effectiveness of Expression

**General Directions:** Do not turn this page until the examiner tells you to do so. This examination consists of three tests, each requiring 40 minutes of working time. The directions for each part of each test are printed at the beginning of the part. When the examiner tells you to begin, turn the page, read the directions, and proceed at once to answer the questions. **Do not spend too much time on any one item. Answer the easier questions first;** then return to the harder ones if you have time. There is a time limit for each part. If you have not finished a part when the time is up, stop work on that part and proceed **at once** to the next part. If you finish a part before the time is up, go on to the next part. You may not go back and work on a preceding test. No questions may be asked after the examination has begun.

You may answer questions even when you are not perfectly sure that your answers are correct, but you should avoid **wild** guessing, since wrong answers will result in a subtraction from the number of your correct answers.

### TIME LIMITS

Test	Part	Minutes
Reading Comprehension	I. Vocabulary	15
	II. Reading	25
	Total	40
Mechanics of Expression	I. Grammatical Usage	15
	II. Punctuation and Capitalization	15
	III. Spelling	10
	Total	40
Effectiveness of Expression	I. Sentence Structure and Style	15
	II. Active Vocabulary	10
	III. Organization	15
	Total	40
Total English		120

## READING COMPREHENSION

## PART I: VOCABULARY

(15 minutes)

Directions: In each group below, select the numbered word or phrase that most nearly corresponds in meaning to the word at the head of that group, and put its number in the parentheses at the right. It is quite likely that you will finish this part before the time is up. In that case, go on immediately to Part II, because additional time spent on Part II will probably improve your Speed of Comprehension Score.

## Column A

## Column B

## Column C

- |   |  |  |
|---|--|--|
| <p>1. competitor<br/>1-1 debtor<br/>1-2 creditor<br/>1-3 businessman<br/>1-4 clerk<br/>1-5 rival . . . . .1( )</p> <p>2. jeopardize<br/>2-1 lay waste<br/>2-2 endanger<br/>2-3 relieve<br/>2-4 capture<br/>2-5 put in prison . . . 2( )</p> <p>3. gnome<br/>3-1 dwarf<br/>3-2 lizard<br/>3-3 ghost<br/>3-4 rock<br/>3-5 miner . . . . .3( )</p> <p>4. thatch<br/>type of<br/>4-1 farm implement<br/>4-2 cattle<br/>4-3 fence<br/>4-4 roof covering<br/>4-5 barn . . . . .4( )</p> <p>5. temperament<br/>5-1 firmness<br/>5-2 complexion<br/>5-3 talent<br/>5-4 anger<br/>5-5 disposition . . . . 5( )</p> <p>6. velocity<br/>6-1 small city<br/>6-2 speed<br/>6-3 volume<br/>6-4 child's tricycle<br/>6-5 flight . . . . .6( )</p> <p>7. lament<br/>7-1 languish<br/>7-2 scold<br/>7-3 mourn<br/>7-4 make fun of<br/>7-5 injure . . . . .7( )</p> | <p>8. mirth<br/>8-1 weight<br/>8-2 folly<br/>8-3 perfume<br/>8-4 merriment<br/>8-5 affection . . . . .8( )</p> <p>9. regal<br/>9-1 rapid<br/>9-2 harsh<br/>9-3 kingly<br/>9-4 handsome<br/>9-5 sure . . . . .9( )</p> <p>10. pensive<br/>10-1 cheap<br/>10-2 thoughtful<br/>10-3 dangling<br/>10-4 hopeful<br/>10-5 peaceful . . . . 10( )</p> <p>11. novice<br/>11-1 expert<br/>11-2 clumsy person<br/>11-3 beginner<br/>11-4 opening prayer<br/>11-5 young girl . . . 11( )</p> <p>12. mediocre<br/>12-1 average in quality<br/>12-2 stale<br/>12-3 sufficient<br/>12-4 uninterested<br/>12-5 middle-aged . . 12( )</p> <p>13. heretofore<br/>13-1 up to now<br/>13-2 from now on<br/>13-3 at this point<br/>13-4 a long while ago<br/>13-5 in a little while . 13( )</p> <p>14. thong<br/>14-1 girdle<br/>14-2 nose bag<br/>14-3 strip of leather<br/>14-4 farmhand<br/>14-5 carpenter's tool . 14( )</p> | <p>15. cranny<br/>15-1 small room<br/>15-2 corridor<br/>15-3 poker<br/>15-4 village<br/>15-5 crevice . . . . 15( )</p> <p>16. exultation<br/>16-1 rejoicing<br/>16-2 disappointment<br/>16-3 forgiveness<br/>16-4 worship<br/>16-5 praise . . . . .16( )</p> <p>17. jocund<br/>17-1 merry<br/>17-2 heavy<br/>17-3 slow<br/>17-4 full<br/>17-5 golden . . . . .17( )</p> <p>18. cohesion<br/>18-1 moving around<br/>18-2 overcrowding<br/>18-3 sticking together<br/>18-4 attracting attention<br/>18-5 melting . . . . 18( )</p> <p>19. domicile<br/>19-1 legal document<br/>19-2 residence<br/>19-3 hiding place<br/>19-4 family<br/>19-5 servant . . . . 19( )</p> <p>20. harassed<br/>20-1 fastened<br/>20-2 worried<br/>20-3 comforted<br/>20-4 rescued<br/>20-5 angered . . . . 20( )</p> <p>21. murky<br/>21-1 rough<br/>21-2 funny<br/>21-3 soft<br/>21-4 sultry<br/>21-5 dark . . . . .21( )</p> |
|---|--|--|

Go on to the next page.

Column D	Column E	Column F
<b>22. gyrate</b> 22-1 jar 22-2 bob up and down 22-3 spin 22-4 move in a zigzag fashion 22-5 move sideways . 22( )	<b>30. alacrity</b> 30-1 eagerness 30-2 joyfulness 30-3 displeasure 30-4 sharpness 30-5 firmness . . . . 30( )	<b>38. diffused</b> 38-1 protected 38-2 delayed 38-3 mishandled 38-4 spread 38-5 lighted . . . . 38( )
<b>23. occult</b> 23-1 occasional 23-2 shameless 23-3 illegal 23-4 restricted 23-5 mysterious . . . 23( )	<b>31. dilate</b> 31-1 expand 31-2 desert 31-3 interfere with 31-4 hold up 31-5 urge . . . . . 31( )	<b>39. copse</b> 39-1 thicket 39-2 trench 39-3 body 39-4 cloak 39-5 shadow . . . . 39( )
<b>24. bevy</b> 24-1 carpenter's tool 24-2 enclosure 24-3 trap 24-4 small group 24-5 cart . . . . . 24( )	<b>32. malignant</b> 32-1 indignant 32-2 decayed 32-3 deformed 32-4 distorted 32-5 evil . . . . . 32( )	<b>40. lassitude</b> 40-1 bravery 40-2 weariness 40-3 wastefulness 40-4 generosity 40-5 unwillingness . . 40( )
<b>25. cowl</b> 25-1 dent 25-2 tuft of hair 25-3 hood 25-4 frown 25-5 check . . . . . 25( )	<b>33. abrogate</b> 33-1 flee 33-2 eject 33-3 cancel 33-4 resign 33-5 steal . . . . . 33( )	<b>41. flagrant</b> 41-1 wandering 41-2 glaring 41-3 patriotic 41-4 cruel 41-5 inevitable . . . 41( )
<b>26. imprudent</b> 26-1 rash 26-2 poor 26-3 unjustified 26-4 saucy 26-5 boastful . . . . 26( )	<b>34. annals</b> 34-1 signals 34-2 openings 34-3 passageways 34-4 chronicles 34-5 chimes . . . . 34( )	<b>42. fop</b> 42-1 quarrel 42-2 swindler 42-3 token 42-4 dandy 42-5 drunkard . . . . 42( )
<b>27. sublime</b> 27-1 serious 27-2 underneath 27-3 exalted 27-4 meaningful 27-5 trustworthy . . 27( )	<b>35. winch</b> 35-1 machine for hoisting 35-2 young servant-girl 35-3 large bird 35-4 workbench 35-5 pincers . . . . 35( )	<b>43. mignonette</b> 43-1 flowering plant 43-2 graceful dance 43-3 young girl 43-4 insect 43-5 song . . . . . 43( )
<b>28. incontrovertible</b> 28-1 uncontrolled 28-2 indisputable 28-3 uncomfortable 28-4 doubtful 28-5 immovable . . . 28( )	<b>36. pastoral</b> 36-1 ancient 36-2 forgotten 36-3 rural 36-4 pale in color 36-5 gentle . . . . . 36( )	<b>44. wreak</b> 44-1 break up 44-2 wear out 44-3 delay 44-4 inflict 44-5 waste . . . . . 44( )
<b>29. conjecture</b> 29-1 witchcraft 29-2 outcry 29-3 meeting place 29-4 expulsion 29-5 surmise . . . . 29( )	<b>37. abnegation</b> 37-1 downfall 37-2 retirement 37-3 arrogance 37-4 self-denial 37-5 persistence . . . 37( )	<b>45. rook</b> kind of 45-1 fruit 45-2 stone 45-3 tree 45-4 bird 45-5 nest . . . . . 45( )

Go on to the next page.

Column G

Column H

Column I

- ✓ 46. **hostler**  
46-1 jockey  
46-2 groom  
46-3 usher  
46-4 thief  
46-5 messenger . . . 46( )
47. **amenable**  
47-1 responsive  
47-2 determined  
47-3 feeble-minded  
47-4 insane  
47-5 capable . . . 47( )
48. **canton**  
48-1 container  
48-2 district  
48-3 hymn  
48-4 distance  
48-5 coin . . . . . 48( )
- ✓ 49. **desultory**  
49-1 bare  
49-2 hot and moist  
49-3 angry  
49-4 fierce  
49-5 aimless . . . . 49( )
- ✓ 50. **cabal**  
50-1 jail  
50-2 carriage  
50-3 plot  
50-4 lively dance  
50-5 quarrel . . . . 50( )
51. **scantling**  
51-1 young boy  
51-2 piece of lumber  
51-3 humorous remark  
51-4 thin sheet of paper  
51-5 small bird . . . 51( )
52. **bran**  
kind of  
52-1 paper  
52-2 plant  
52-3 berry  
52-4 liquor  
52-5 chaff . . . . . 52( )
53. **affluence**  
53-1 conceit  
53-2 honor  
53-3 friendliness  
53-4 wealth  
53-5 sickness . . . . 53( )
- ✓ 54. **emulation**  
54-1 dislike  
54-2 stinginess  
54-3 joy  
54-4 regret  
54-5 rivalry . . . . . 54( )
- ✓ 55. **adventitious**  
55-1 fraudulent  
55-2 fortunate  
55-3 accidental  
55-4 inherently evil  
55-5 unnecessary . . 55( )
56. **superficial**  
56-1 inferior  
56-2 superior  
56-3 unnecessary  
56-4 shallow  
✓ 56-5 temporary . . . 56( )
57. **expunge**  
57-1 despair  
57-2 blame  
57-3 drown  
57-4 enlarge  
✓ 57-5 efface . . . . . 57( )
58. **manumission**  
58-1 forgiveness  
58-2 healing  
58-3 handwritten document  
58-4 message delivered by hand  
58-5 release from slavery . . . . . 58( )
- ✓ 59. **filbert**  
59-1 icing  
59-2 hazelnut  
59-3 sweet fruit  
59-4 ornamental metalwork  
✓ 59-5 songbird . . . . 59( )
60. **ordnance**  
60-1 food supplies  
60-2 official orders  
60-3 office equipment  
60-4 military weapons  
60-5 military police . 60( )

Go on to the next part.

Number wrong	0	3	7	11	15	19	23	27	31	35	39	43	47
Amount to be subtracted	0	1	2	3	4	5	6	7	8	9	10	11	12

Number right \_\_\_\_\_

Subtract \_\_\_\_\_  
(See table above)

Raw Score = Difference \_\_\_\_\_

Scaled Score \_\_\_\_\_  
(See table on key)

## PART II: READING

(25 minutes)

**Directions:** This part consists of selections taken from stories, articles, humorous anecdotes, textbooks, etc. Following each passage are several multiple-choice items concerning the selection. In each case you are to read the selection carefully first, and then decide on the basis of the selection which one of the choices given after each incomplete statement best completes the meaning of the statement. If you cannot decide, you may go back to the passage. Put the number of your choice in the parentheses at the right of each item. Since this test measures Speed of Comprehension as well as Level of Comprehension, enough material has been included so that even the most rapid readers probably will not finish in the time allowed.

✓ I once visited a man who had an outdoor swimming pool. (Consider that as very casually said.) It was in April, long before spring had really understood what was expected of her. My first night there my host asked, "Are you a morning plunger?"

Thinking that he referred to a tub plunge in a warm bathroom, I glowed and said, "You bet."

"I'll call for you at seven, then, and we'll go out to the pool."

12 It was evidently his morning custom, and I wasn't going to have it said that a middle-aged man could outdo me. My visit lasted five days, and I afterward learned from one to whom my host had confided that it was the worst five days he had ever gone through. "But I couldn't be outdone by a mere stripling," he said, "and the boy certainly enjoyed it."

## 1. The writer implies that

- ✓ 1-1 he rarely visited anyone who had an outdoor swimming pool.  
 1-2 his host tried to make his visit unpleasant.  
 1-3 he disliked to get up as early as seven o'clock.  
 1-4 there were no bathtubs in his host's house.  
 1-5 it was fortunate for him that spring had arrived. . . . . 1( )

## 2. The host was evidently

- 2-1 sorry to see his guest leave.  
 2-2 a better swimmer than his guest.  
 2-3 in the habit of taking a plunge in the swimming pool every morning.  
 2-4 older than his guest.  
 2-5 younger than his guest. . . . . 2( )

## 3. The writer must have

- 3-1 enjoyed his morning plunges in the pool.  
 3-2 given his host the impression that he enjoyed his morning plunges in the pool.  
 3-3 been sorry to come to the end of his visit.  
 3-4 been happy when his host made an appointment for a morning plunge.  
 3-5 expected his host to take a daily plunge in the pool. . . . . 3( )

## 4. The writer and his host

- 4-1 disliked each other.  
 4-2 were the same age.  
 4-3 were greatly amused at each other's behavior.  
 4-4 always enjoyed a morning plunge in a swimming pool.  
 ✓ 4-5 misunderstood each other's real feelings. . . . . 4( )

When the newspapers in their hundred years' war against organized labor in America have at times been unable to slander and smear labor leaders and help frame them, they have resorted to a conspiracy of silence. If falsehood fails, they believe that the suppression of news may be effective. The newspapers of our time maintained a conspiracy of silence against Eugene V. Debs in the Pullman strike, William Z. Foster in the steel strike of 1919, and against Bob LaFollette, Sr., and Charles A. Lindbergh, Sr. In the presidential election campaign of 1940, Col. McCormick kept President Roosevelt's name off the Chicago *Tribune's* front page for weeks.

## 5. The main thought of this passage is that

- 5-1 newspapers often contain inaccurate statements.  
 5-2 the Chicago *Tribune* is a dishonest newspaper.  
 5-3 American newspapers have consistently opposed organized labor.  
 5-4 newspapers are no better now than they used to be.  
 5-5 newspapers have sometimes failed in their efforts to discredit labor leaders. 5( )

## 6. The writer is critical of

- 6-1 Eugene V. Debs.  
 6-2 Bob LaFollette, Sr.  
 6-3 Charles A. Lindbergh, Sr.  
 6-4 Colonel McCormick.  
 6-5 William Z. Foster. . . . . 6( )

## 7. We may most safely conclude that the writer is

- 7-1 opposed to President Roosevelt's policies.  
 7-2 opposed to strikes.  
 7-3 a laboring man.  
 7-4 a labor leader.  
 7-5 sympathetic toward labor unions. . . . . 7( )

Go on to the next page.

8. The tone of the writer is
- 8-1 matter-of-fact.
  - 8-2 persuasive.
  - 8-3 light.
  - 8-4 laudatory.
  - 8-5 bitter. . . . . 8( )

-----

Saturn, the most remote of the bright planets and the most spectacular of all, revolves next beyond Jupiter. At its average distance of nearly 900 million miles from the sun, or about twice as far away as Jupiter, the ringed planet goes around the sun once in  $29\frac{1}{2}$  years. Saturn has nine satellites. Five of them are easier to see than the rest; the brightest one, Titan, appears as a star of the eighth magnitude. However, the unique feature of Saturn is its interesting system of rings. Three flat rings encircle the planet around its equator. This ring system is 170,000 miles in diameter, or about twice the diameter of Jupiter. And since it is twice as far away as Jupiter, Saturn with its rings looks about the same size as Jupiter.

9. The best title for this passage would be
- 9-1 A Companion of Saturn and Jupiter.
  - 9-2 The Rings of Saturn.
  - 9-3 The Planets.
  - 9-4 Saturn.
  - 9-5 The Satellites of Saturn. . . . . 9( )
10. From the passage, it is clear that the diameter of Jupiter must be
- 10-1 the same as the diameter of Saturn without its rings.
  - 10-2 larger than the diameter of Saturn without its rings.
  - 10-3 smaller than the diameter of Saturn without its rings.
  - 10-4 the same as the diameter of Saturn with its rings.
  - 10-5 smaller than the diameter of Saturn with its rings. . . . . 10( )
11. According to the passage, Saturn is the
- 11-1 most distant of all the planets.
  - 11-2 brightest planet.
  - 11-3 only planet with rings.
  - 11-4 largest planet.
  - 11-5 slowest planet. . . . . 11( )

-----

- (1) How silly it is that you must not invite one half
  - (2) of a married couple to dinner without the other.
  - (3) For in order that the game of dinner-table conversation may be played to its best advantage it is
  - (4) essential that every player should have a free hand.
  - (5) He must be at liberty to assume disguises, to balance
  - (6) precariously in untenable positions, to sacrifice
  - (7) the letter of the truth to the spirit of it. And
  - (8) somehow the partner's presence makes this difficult.
  - (9) She does not, if she is civilized, chip in with,
  - (10) "No, darling, it was Tuesday." But she is apt to
  - (11) crumble the bread and to have a look in her eye.
  - (12) The pronouns, of course, can be reversed.
12. Successful dinner-table conversation usually requires some
- 12-1 prompting.
  - 12-2 exaggeration.
  - 12-3 use of gestures.
  - 12-4 exercise of restraint.
  - 12-5 confirmation. . . . . 12( )
13. The "look in her eye" mentioned in line 12 is probably most often one of
- 13-1 disbelief and self-restraint.
  - 13-2 interested attention.
  - 13-3 interest and admiration.
  - 13-4 respect and love.
  - 13-5 boredom. . . . . 13( )
14. The writer thinks that if husbands and wives could be invited to dinner separately, there would be
- 14-1 less quarreling between them at home.
  - 14-2 fewer stories told at the dinner table.
  - 14-3 an improvement in dinner-table conversation.
  - 14-4 greater regard for truth at dinner tables.
  - 14-5 more games played at dinner parties. 14( )
15. By the last sentence (line 13), the writer means that
- 15-1 men as well as women crumble bread at the table.
  - 15-2 men and women are equally civilized.
  - 15-3 the storyteller is equally apt to crumble his bread and to have a look in his eye.
  - 15-4 husbands and wives have the same effect on each other's dinner-table conversation.
  - 15-5 women may also tell stories at the dinner table. . . . . 15( )

-----

It is one of the contradictions of our time that science, which is the source of power, and more particularly of governmental power, depends for its advancement upon an essentially anarchic state of mind in the investigator. The scientific state of mind is neither skeptical nor dogmatic. The skeptic holds that the truth is undiscoverable, while the dogmatist holds that it is already discovered. The man of science holds that the truth is discoverable though not discovered, at any rate in the matters he is investigating. But even to say that the truth is discoverable is to say rather more than the genuine man of science believes, since he does not conceive his discoveries as final and absolute, but as approximations subject to future correction. Absence of finality is the essence of the scientific spirit. The beliefs of the man of science depend upon what he himself has ascertained by observation and inference, not upon what society considers it prudent for a good citizen to believe. This conflict between the scientific spirit and the governmental use of science is likely ultimately to bring scientific progress to a standstill, since scientific technique will be increasingly used to instill orthodoxy and credulity.

16. The writer's attitude toward government is
  - 16-1 friendly.
  - 16-2 respectful.
  - 16-3 hostile.
  - 16-4 approving.
  - 16-5 admiring. . . . . 16( )
17. Science is said to be
  - 17-1 not necessary for human progress.
  - 17-2 likely to reach the ultimate truth.
  - 17-3 a method for approaching nearer to the truth.
  - 17-4 likely to weaken governmental authority.
  - 17-5 of little practical value. . . . . 17( )
18. Science has most to fear from
  - 18-1 religious opposition.
  - 18-2 governmental use of scientific technique.
  - 18-3 contradiction of its findings by further investigations.
  - 18-4 skepticism and dogmatism.
  - 18-5 anarchy on the part of investigators. 18( )
19. The main idea of this passage is that
  - 19-1 science and government are opposed to one another.
  - 19-2 science is the chief source of governmental power.
  - 19-3 the true scientist must be open-minded.
  - 19-4 science must be used to reach the ultimate truth.
  - 19-5 science has no concern for the social consequences of its discoveries. . . 19( )
20. The writer believes that the progress of science is dependent upon people with
  - 20-1 well-trained minds.
  - 20-2 inspiration.
  - 20-3 social understanding.
  - 20-4 governmental support.
  - 20-5 no fixed opinions. . . . . 20( )

- (1) The Duke doesn't follow fashions—he leads
- (2) them. He always leads everybody. When
- (3) he was in the army he led his regiment. He oc-
- (4) casionally led them into action. He invariably
- (5) led them out of it.
21. The writer thinks that the Duke is
  - 21-1 braver than he is wise.
  - 21-2 braver than he is stylish.
  - 21-3 more reckless than he is wise.
  - 21-4 more self-important than he is brave.
  - 21-5 more impatient than he is thorough. 21( )
22. The humor in this passage depends on the meaning of the word
  - 22-1 "leads" in line 1.
  - 22-2 "leads" in line 2.
  - 22-3 "led" in line 3.
  - 22-4 "led" in line 4.
  - 22-5 "led" in line 5. . . . . 22( )
- (1) The visible imperfections of handwrought goods
- (2) are accounted marks of superiority in point of
- (3) beauty or serviceability, or both. Hence has arisen
- (4) an exaltation of the defective. The Kelmscott
- (5) Press has reduced the matter to an absurdity by
- (6) issuing books by modern methods that are edited
- (7) with obsolete spelling, printed in old black-letter
- (8) type, and bound in limp vellum fitted with thongs.
23. The writer apparently believes that handwrought objects are
  - 23-1 more beautiful than machine-made ones.
  - 23-2 more durable than machine-made ones.
  - 23-3 more beautiful but less serviceable than machine-made ones.
  - 23-4 less appreciated than they ought to be.
  - 23-5 not necessarily superior to machine-made ones. . . . . 23( )
24. "Matter," in line 5, refers to the
  - 24-1 beauty of handmade goods.
  - 24-2 publication of old-fashioned books.
  - 24-3 exaltation of the defective.
  - 24-4 use of obsolete spelling.
  - 24-5 beauty or serviceability of handmade goods. . . . . 24( )
25. The writer mentions the books issued by the Kelmscott Press as
  - 25-1 examples of the exaltation of the defective.
  - 25-2 superior in beauty and serviceability to handmade books.
  - 25-3 examples of good editing, printing, and binding.
  - 25-4 examples of handmade goods.
  - 25-5 books of the most modern sort. . . 25( )
26. The writer is probably most irritated by people who
  - 26-1 use handmade goods.
  - 26-2 produce any kind of goods by hand.
  - 26-3 use machine-made goods.
  - 26-4 admire antiques.
  - 26-5 make reproductions of handmade goods by machine. . . . . 26( )



Because it has become part of the requirements in our system of education, the ability to use and to understand certain of the dead languages of southern Europe is not only gratifying to the person who finds occasion to parade his accomplishments in this respect, but the evidence of such knowledge serves at the same time to recommend any learned man to his audience, both lay and learned. It is currently expected that a certain number of years shall have been spent in acquiring this substantially useless information, and its absence creates a presumption of hasty and precarious learning, as well as of a vulgar practicality that is inconsistent with the conventional standards of sound scholarship.

27. The writer evidently thinks that
  - 27-1 all educated people should study languages.
  - 27-2 the study of dead languages is largely a waste of time.
  - 27-3 the study of dead languages will soon have disappeared in our schools.
  - 27-4 only the dead languages of southern Europe should be studied in schools and colleges.
  - 27-5 the study of dead languages is considered valuable only by those who have studied them. . . . . 27( )
28. According to the passage, the conventional standards of sound scholarship do not place any value on
  - 28-1 the study of languages.
  - 28-2 practical studies.
  - 28-3 useless information.
  - 28-4 fixed requirements.
  - 28-5 number of years of school attendance. . . . . 28( )
29. The writer believes that one of the principal uses of the languages he mentions is to
  - 29-1 allow some educated people to show off.
  - 29-2 teach students about foreign countries.
  - 29-3 make possible the translation of important documents.
  - 29-4 make a conventional education difficult to acquire.
  - 29-5 make traveling in foreign countries more pleasant. . . . . 29( )
30. The writer apparently looks upon the conventional system of education with
  - 30-1 admiration.
  - 30-2 surprise.
  - 30-3 curiosity.
  - 30-4 disfavor.
  - 30-5 indifference. . . . . 30( )

\* \* \* \* \*

Mrs. John Stanhope, seated next to Paderewski at dinner one night, recalled to the great pianist the night long ago when she had first heard him play at the Northampton Academy of Music.

"Do you often go back there?" asked Paderewski.

"Yes," replied Mrs. Stanhope. "I like to sit in my old chapel seat and think how much happier I am now than I ever thought I should be."

Paderewski was deeply interested. "Do you mean to tell me that you are happier now than you ever expected to be when you were eighteen?"

"Yes, indeed," she replied.

"Madame," exclaimed Paderewski with a low bow "please permit me the honor of meeting your husband."

31. To Paderewski, Mrs. Stanhope's statements were apparently
  - 31-1 surprising.
  - 31-2 alarming.
  - 31-3 comforting.
  - 31-4 disagreeable.
  - 31-5 reasonable. . . . . 31( )
32. Paderewski asked to meet Mrs. Stanhope's husband mainly because he
  - 32-1 remembered that Mr. Stanhope was an old friend of his.
  - 32-2 wanted to congratulate him on having so charming a wife.
  - 32-3 thought Mr. Stanhope must be a very remarkable man.
  - 32-4 wanted to visit the Stanhopes' home.
  - 32-5 hoped to obtain another engagement to play at the Northampton Academy of Music. . . . . 32( )

The normal man's dislike of his relatives lies, I believe, in the plain fact that every man sees in his relatives, and especially in his cousins, a series of grotesque caricatures of himself. They exhibit his qualities disconcertingly; they fill him with a disquieting feeling that this, perhaps, is the way he appears to the world. To admire his relatives wholeheartedly, a man must be lacking in the finer forms of self-respect.

33. This passage is intended principally to be
  - 33-1 humorous.
  - 33-2 informative.
  - 33-3 scientific.
  - 33-4 apologetic.
  - 33-5 critical. . . . . 33( )
34. The writer thinks that a man's relatives usually
  - 34-1 try to make fun of him.
  - 34-2 admire him.
  - 34-3 lack self-respect.
  - 34-4 are amusing to him.
  - 34-5 are similar to him in appearance and behavior. . . . . 34( )
35. The writer indicates that people are particularly apt to dislike
  - 35-1 their mothers-in-law.
  - 35-2 their close relatives.
  - 35-3 their cousins.
  - 35-4 relatives they often see.
  - 35-5 caricatures. . . . . 35( )

(1) A fossil of great scientific interest is the imprint  
 (2) of a stranded jellyfish on a slab of fine-grained red  
 (3) sandstone that came from pre-Cambrian deposits  
 (4) more than half a billion years old. The imprint  
 (5) resembles jellyfish fossils of the Cambrian age, the  
 (6) earliest period from which animal remains are at all  
 (7) numerous. It also resembles the dried-up stranded  
 (8) jellyfish that are washed ashore on beaches at the  
 (9) present time. There are ripple-marks, as of an  
 (10) ancient beach, on the sandstone and the rounded  
 (11) structure of the animal is impressed on these. Pre-  
 (12) Cambrian rocks are singularly empty of traces of  
 (13) animal life, despite the high probability that the  
 (14) earth had inhabitants at that remote time. Dur-  
 (15) ing the Cambrian age, which began about 550  
 (16) million years ago and lasted 70 million years, there  
 (17) was an abundance of animals representing prac-  
 (18) tically all of the major zoological groups except the  
 (19) vertebrates. This argues that a long period of  
 (20) evolution must have preceded the Cambrian. But  
 (21) for some reason (possibly a lack of lime in the sea  
 (22) water of those days) they have left no shells or  
 (23) other hard parts by which they could be recognized.

36. The fossil mentioned in the first line is of great scientific interest principally because it

- 36-1 is one of the few traces of animal life in the pre-Cambrian age that have been found.
- 36-2 resembles jellyfish of the Cambrian age.
- 36-3 was found in sandstone.
- 36-4 resembles jellyfish of the present time.
- 36-5 is proof of evolution. . . . . 36( )

37. The sandstone mentioned in line 3

- 37-1 belongs to the Cambrian age.
- 37-2 contains many fossils of animals.
- 37-3 is said to be rounded at the edges.
- 37-4 was probably part of an ancient beach.
- 37-5 is apparently a coarse rock. . . . . 37( )

38. The pre-Cambrian age lasted for

- 38-1 about 500,000 years.
- 38-2 about 70 million years.
- 38-3 about 100 million years.
- 38-4 about 550 million years.
- 38-5 a length of time not stated in the passage. . . . . 38( )

39. The writer indicates that in the Cambrian age, as compared with the pre-Cambrian period, there

- 39-1 may have been less lime in the sea water
- 39-2 was less lime in the sea water.
- 39-3 was an equal amount of lime in the sea water.
- 39-4 may have been more lime in the sea water.
- 39-5 may have been a different kind of lime in the sea water. . . . . 39( )

40. According to the passage, it is probable that

- 40-1 many forms of animal life existed in the pre-Cambrian age.
- 40-2 evolution did not begin until the Cambrian age.
- 40-3 vertebrate animals were common in the Cambrian age.
- 40-4 very few fossils are now being formed.
- 40-5 pre-Cambrian jellyfish were entirely different from those of the present day. . . . . 40( )

41. The dividing line between the Cambrian and pre-Cambrian periods was about

- 41-1 70 million years ago.
- 41-2 140 million years ago.
- 41-3 480 million years ago.
- 41-4 550 million years ago.
- 41-5 620 million years ago. . . . . 41( )

-----

- (1) "I'm afraid I ought to be going. It must be
- (2) after four."
- (3) "Won't you stay for tea? We always have it at
- (4) quarter-past . . ."
- (5) "No—no, really, thanks most awfully. I prom-
- (6) ised my husband . . ." My sentence would go
- (7) trailing off into nothing, but the meaning would be
- (8) understood. We would both rise to our feet, both
- (9) of us knowing I was not deceived about her offer
- (10) to tea nor she in my mention of a promise to my
- (11) husband. I sometimes wondered what would hap-
- (12) pen if convention were denied, if, having got into
- (13) my car and waved a hand to my hostess on the
- (14) doorstep, I suddenly got out and said, "I don't
- (15) think I'll go after all. I'll stay to dinner if you like
- (16) or stop overnight."

42. Apparently the visitor thinks that the hostess

- 42-1 does not want her to stay for tea.
- 42-2 is more untruthful than most hostesses.
- 42-3 is a very interesting person to visit.
- 42-4 wants very much to have her stay for tea.
- 42-5 is much more boring than most hostesses. . . . . 42( )

43. We may infer that the visitor

- 43-1 is eager to stay overnight at her hostess's house.
- 43-2 prefers to leave.
- 43-3 is amused by her reference to her husband.
- 43-4 hopes that the hostess will insist that she stay for tea.
- 43-5 is convinced that the hostess does not really intend to have tea at quarter past four. . . . . 43( )

Go on to the next page.

44. From the visitor's statement in lines 5-6, the hostess recognized that the

- 44-1 visitor always kept her promises to her husband.
- 44-2 visitor's husband had told her when to leave.
- 44-3 visitor was making use of an excuse to leave.
- 44-4 visitor had forgotten what she had promised her husband.
- 44-5 visitor really wanted to be urged to stay for tea. . . . . 44( )

45. The visitor thinks that if she offered to stay overnight the hostess would be mainly

- 45-1 surprised.
- 45-2 happy.
- 45-3 angry.
- 45-4 disappointed.
- 45-5 fearful. . . . . 45( )

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(1) If a man loves power, if he is proud of bringing  
(2) things to pass which his neighbors observe, money-  
(3) making is the distinguished career. If he enjoys  
(4) having an influence over other minds, politics is the  
(5) direct road to that goal. The path of literature is as  
(6) thorny as the path of business, and is less likely to  
(7) lead to that distinction in other people's eyes which  
(8) is so much valued by mankind.

46. Which one of the following words could be substituted for "distinguished" in line 3, with the least change in meaning?

- 46-1 famous
- 46-2 well known
- 46-3 necessary
- 46-4 attractive
- 46-5 appropriate. . . . . 46( )

47. To achieve material success most easily in the eyes of the world, the writer recommends a career in

- 47-1 politics.
- 47-2 the theater.
- 47-3 literature.
- 47-4 business.
- 47-5 the arts. . . . . 47( )

48. The writer's tone is very

- 48-1 inconsistent.
- 48-2 unselfish.
- 48-3 optimistic.
- 48-4 idealistic.
- 48-5 realistic. . . . . 48( )

-----

(1) The reckless mind, rashly hurrying to the war-  
(2) fare against superstition, has often, though by mis-  
(3) take, attacked intelligence itself; but religion, of  
(4) itself alone, never had an enemy; except indeed as  
(5) there have been theorists, whose harmless ingenuity

(Continued in next column)

(Continued from preceding column)

- (6) has denied all distinction between right and wrong,
- (7) between justice and its opposite. Laws against
- (8) irreligion, like laws against fanaticism, provoke the
- (9) evil that they were designed to prevent. Danger
- (10) is inviting. If left to himself, he that speaks evil
- (11) of the foundations of morals and happiness does
- (12) but publish his own unworthiness. A public
- (13) prosecution is a mantle to cover his shame; for to
- (14) suffer for opinion's sake is courageous, and courage
- (15) is always an honorable quality.

49. The writer is opposed to

- 49-1 laws designed to suppress irreligion.
- 49-2 all kinds of theories.
- 49-3 the warfare against superstition.
- 49-4 religion in general.
- 49-5 inaction. . . . . 49( )

50. "Himself" in line 10 refers to

- 50-1 "The reckless mind" (line 1).
- 50-2 "irreligion" (line 8).
- 50-3 "the evil" (lines 8-9).
- 50-4 "Danger" (line 9).
- 50-5 "he that speaks evil of the founda-  
tions of morals and happiness" (lines  
10-11). . . . . 50( )

51. The writer speaks of certain theorists with some degree of

- 51-1 contempt.
- 51-2 admiration.
- 51-3 enthusiasm.
- 51-4 shame.
- 51-5 disappointment. . . . . 51( )

52. "Publish" in line 12 most nearly means

- 52-1 print.
- 52-2 make known.
- 52-3 issue.
- 52-4 conceal.
- 52-5 admit. . . . . 52( )

53. The writer regards the theorists he mentions as

- 53-1 men of low intelligence.
- 53-2 enemies of religion.
- 53-3 courageous men.
- 53-4 lawbreakers.
- 53-5 very wise men. . . . . 53( )

54. According to the passage, irreligious men should be

- 54-1 prosecuted under the law.
- 54-2 made to suffer for their opinions.
- 54-3 left to destroy their own influence.
- 54-4 held up to public ridicule.
- 54-5 made to prove their convictions by  
their courage. . . . . 54( )

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Go on to the next page.

One of the most beautiful military replies I've ever heard of was given in India by a captain who had lost a steam roller. The government sent him several forms to be filled out before it could be replaced. On one form was the question: "Reason for loss?" The captain filled in the words: "Eaten by white ants." He never heard another word about it, but in due course of time his replacement arrived.

55. It is most probable that the captain
- 55-1 did not really know what happened to his steam roller.
  - 55-2 told the truth about the steam roller.
  - 55-3 was disgusted at having to fill out so many forms.
  - 55-4 did not dare tell what had really happened to the steam roller.
  - 55-5 did not care whether his steam roller was replaced. . . . . 55( )
56. As a result of his experience, the captain would have been best justified in believing that
- 56-1 the government agents were very stupid.
  - 56-2 the forms he filled out were not very carefully read.
  - 56-3 he could obtain any kind of supplies he wanted.
  - 56-4 no one dared to question his statements.
  - 56-5 white ants can eat anything. . . . 56( )
57. This story is intended to make fun of
- 57-1 the captain.
  - 57-2 the white ants.
  - 57-3 all military officers.
  - 57-4 the routine of government offices.
  - 57-5 the reader. . . . . 57( )

-----

The artistic temperament is not a national trait of the English race. Our complex and exciting civilization has, indeed, developed, especially in America, a sensitiveness of nervous organization that often wears the semblance of the artistic temperament, and shows itself in manual dexterity and refined technical skill. And this tends to make mere workmanship, mere excellence of execution, the common test of merit in a work of the fine arts.

58. The writer believes that good workmanship is
- 58-1 not sufficiently rewarded.
  - 58-2 not the most important test of a work of art.
  - 58-3 more important than any other quality in a work of art.
  - 58-4 seldom found in American art.
  - 58-5 seldom found in English art. . . . 58( )
59. The writer apparently believes that American art is most lacking in
- 59-1 evidences of manual dexterity.
  - 59-2 technical skill.
  - 59-3 inspiration.
  - 59-4 workmanship.
  - 59-5 excellence of execution . . . . . 59( )

60. The writer believes that the artistic temperament is

- 60-1 commoner in England than in America.
- 60-2 commoner in America than in England.
- 60-3 commoner in England and America than in other Western nations.
- 60-4 not common in either England or America.
- 60-5 best developed in complex civilizations. . . . . 60( )

\* \* \* \* \*

Emmanuel Kant, the German philosopher, was highly susceptible to the influence of alcohol. One morning after a party at which he had drunk some beer, his housekeeper inquired how he had managed to come home since it had been a very dark night and Kant was nearsighted.

"It was dark," answered Kant, "but my kind host, the professor, allowed me to take a bright lantern to light my way."

Just then a messenger from the professor entered with a note which read, "My dear Kant, would you be good enough to return the canary in the cage which you took along last night?"

61. It is most probable that Kant
- 61-1 had been fooling the housekeeper.
  - 61-2 took the cage because he liked canaries.
  - 61-3 had a lantern when he came home the night before.
  - 61-4 had been drunk the night before.
  - 61-5 took the cage because he was so nearsighted. . . . . 61( )
62. The joke is at the expense of
- 62-1 the housekeeper.
  - 62-2 Kant.
  - 62-3 Kant's host.
  - 62-4 the canary.
  - 62-5 the reader. . . . . 62( )

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The passing of the 8:48 train is decidedly a social function. The men approach it by twos and threes, never hurrying, but with an air of elegant leisure that may have taken ten or fifteen minutes in preparation. They are all spick and span in their clothes: for a commuter's clothes improve from train to train until he gets to taking the 10:17, when he is reputed so rich that he may safely dress shabbily. There is always a crowd at this train, and many ladies take it who could much more conveniently go in later. There is a great deal of tipping of hats and shaking of hands in the latest imported style; and, altogether, you would think that the people assembled on the little platform had come together to go to a meeting of the Fourhundred Hunt instead of going to New York to make money downtown or to spend it uptown—and no great money at either end.

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63. Apparently the wealthier a man is, the  
 63-1 better he dresses.  
 63-2 earlier a train he takes.  
 63-3 more tipping of hats he does.  
 63-4 later a train he takes.  
 63-5 more ladies he knows. . . . . 63( )
64. The writer believes that men dress well principally to  
 64-1 attract the ladies.  
 64-2 show their prosperity.  
 64-3 prove that they are not rich.  
 64-4 show that they do not have to do manual labor.  
 64-5 please their wives. . . . . 64( )
65. We may infer that most of the ladies take the 8:48 train because  
 65-1 it is most convenient for them.  
 65-2 it is the most comfortable train.  
 65-3 it is the fastest train.  
 65-4 they want to associate with the people who take it.  
 65-5 it is the least crowded train. . . . . 65( )
66. The people who take the 8:48 train evidently like to  
 66-1 wait until the last possible moment before leaving their homes.  
 66-2 get away from the place where they live.  
 66-3 take as early a train as possible  
 66-4 put on airs.  
 66-5 travel by themselves. . . . . 66( )
67. The writer implies that most of the ladies on the 8:48 train are going to  
 67-1 work in uptown New York.  
 67-2 work in downtown New York.  
 67-3 shop in uptown New York.  
 67-4 shop in downtown New York.  
 67-5 visit friends in New York. . . . . 67( )
68. The scene that is described takes place in  
 68-1 a small country town.  
 68-2 a large city outside New York.  
 68-3 a small community near New York.  
 68-4 uptown New York.  
 68-5 downtown New York. . . . . 68( )

-----

Science is not cosmic prophecy. True science, in the words of Robert Boyle, is such knowledge as "hath a tendency to use." A scientific law embodies a recipe for doing something, and its final validation rests in the domain of action. The immense confidence that certain scientific generalizations rightly command depends on large-scale opportunities for testing their capacity to bear fruit in the commonplace activities of everyday life. The only valid distinction between pure and applied research in natural science lies between inquiries concerned with issues that *may eventually* and issues that *already do* arise in the social practice of mankind. Growing science is the unity of theory and practice.

69. The main thought of this passage is that  
 69-1 science is interested only in practical problems as they arise.  
 69-2 the value of scientific discoveries lies in their practical use.  
 69-3 science is not concerned with practical applications of its discoveries.  
 69-4 commonplace activities must be made scientific.  
 69-5 there is no valid distinction between pure and applied science. . . . . 69( )
70. According to the passage, scientific investigations  
 70-1 should be made only to solve the problems of everyday life.  
 70-2 sometimes have no immediate practical use.  
 70-3 always command great confidence.  
 70-4 have not been used to aid mankind.  
 70-5 too often result in prophecies. . . . . 70( )
71. The writer mentions a difference between  
 71-1 natural science and everyday life.  
 71-2 theory and practice.  
 71-3 pure and applied research.  
 71-4 scientific laws and generalizations.  
 71-5 laboratory studies and practical investigations. . . . . 71( )

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The Attorney-General said that the evidence would show the prisoner to have acted in a treasonable manner, that the jury, being a loyal jury (as he knew they were), and being a responsible jury (as *they* knew they were), must positively find the prisoner guilty and make an end of him, whether they liked it or not. That they never could lay their heads upon their pillows; that they never could tolerate the idea of their wives laying their heads upon their pillows; that they never could endure the notion of their children laying their heads upon their pillows; in short, that there never more could be, for them or theirs, any laying of heads upon pillows at all, unless the prisoner's head were taken off.

72. The Attorney-General is apparently trying to  
 72-1 flatter the jury.  
 72-2 calm the jury.  
 72-3 amuse the jury.  
 72-4 belittle the jury.  
 72-5 make fun of the prisoner. . . . . 72( )
73. One of the main purposes of the writer is to  
 73-1 make fun of the Attorney-General.  
 73-2 make fun of the jury.  
 73-3 make fun of the reader.  
 73-4 point out that criminals must be punished.  
 73-5 emphasize the importance of family life. . . . . 73( )
74. In his statement, the Attorney-General makes use chiefly of  
 74-1 understatement.  
 74-2 exaggeration.  
 74-3 figures of speech.  
 74-4 analogies.  
 74-5 logical analysis. . . . . 74( )

-----

Go on to the next page.

- (1) I recall one operation that had unexpected complications. A local prizefighter needed an operation, but feared the hospital. A dining-room table was prepared for the operation. As the patient began to go under the anesthetic, his very husky body became violently agitated. The table broke in the middle. The partially anesthetized patient fell to the floor but instantly sprang to his feet and assumed the attitude pugilists do when posing for photographers. I was his imaginary opponent. Behind me was a screened door leading to a porch with a railing around it. This exit looked inviting. The door was latched, so I just took it with me as a souvenir. I also took the porch railing and landed with both feet on the ground some four feet below. Believe it or not, the patient's wife persuaded him, after he partly recovered from the ether, to lie down. He was re-etherized and I performed the operation.

75. The writer is obviously a  
 75-1 prizefighter.  
 75-2 nurse.  
 75-3 surgeon.  
 75-4 professional athlete.  
 75-5 newspaperman. . . . . 75( )
76. This passage is probably taken from  
 76-1 a report of scientific research.  
 76-2 an adventure story.  
 76-3 a history of medicine.  
 76-4 a book of memoirs.  
 76-5 a collection of tall tales. . . . . 76( )
77. The attitude assumed by the prizefighter (line 9) was  
 77-1 friendly.  
 77-2 puzzled.  
 77-3 bored.  
 77-4 pitiful.  
 77-5 threatening. . . . . 77( )
78. What effect did the prizefighter's actions have on the writer?  
 78-1 He lost his temper.  
 78-2 He was alarmed and fled.  
 78-3 He was paralyzed with fear.  
 78-4 He was amused.  
 78-5 He was disgusted. . . . . 78( )
79. This incident apparently takes place in  
 79-1 a hospital.  
 79-2 a doctor's office.  
 79-3 the patient's home.  
 79-4 a church.  
 79-5 a prize ring. . . . . 79( )

Pleasure, after all, is a safer guide than either right or duty. For hard as it is to know what gives us pleasure, right and duty are often still harder to distinguish and, if we go wrong with them, will lead us into just as sorry a plight as a mistaken opinion regarding pleasure. When men burn their fingers through following after pleasure

(Continued in next column)

(Continued from preceding column)

they find out their mistake and get to see where they have gone wrong more easily than when they have burnt them through following after a fancied duty, or a fancied idea concerning right. The devil, in fact, when he dresses himself in angel's clothes, can be detected only by experts of exceptional skill, and so often does he adopt this disguise that it is hardly safe to be seen talking to an angel at all, and prudent people will follow after pleasure as a more homely but more respectable and on the whole much more trustworthy guide.

80. The main thought of this passage is that  
 80-1 we should always do our duty even though it is sometimes painful.  
 80-2 it is better to do what we want to do than to do what we think we ought to do.  
 80-3 the main object in life is to attain pleasure.  
 80-4 many people neglect their duty in search of pleasure.  
 80-5 we learn only by studying our mistakes. . . . . 80( )
81. It is easiest to locate mistakes when one is trying to  
 81-1 do one's duty.  
 81-2 do what is right.  
 81-3 enjoy oneself.  
 81-4 follow another person's train of thought.  
 81-5 penetrate a disguise. . . . . 81( )
82. In the writer's opinion, people who think they know what is right and wrong are most apt to be  
 82-1 misled.  
 82-2 experienced.  
 82-3 dishonest.  
 82-4 stubborn.  
 82-5 prudent. . . . . 82( )
83. The writer bases his argument principally on  
 83-1 practical considerations.  
 83-2 moral grounds.  
 83-3 religious grounds.  
 83-4 personal experiences.  
 83-5 the opinions of authorities. . . . . 83( )
84. "Homely," in the next to the last line, most nearly means  
 84-1 ugly.  
 84-2 old-fashioned.  
 84-3 awkward.  
 84-4 domestic.  
 84-5 unpretentious. . . . . 84( )
85. In this passage, the writer makes use of  
 85-1 figurative language.  
 85-2 clever description.  
 85-3 illustration.  
 85-4 understatement.  
 85-5 analogy. . . . . 85( )

Go on to the next page.

If I were founding a university I would first found a smoking room; then when I had a little more money in hand I would found a dormitory; then after that, or more probably with it, a decent reading room and a library. After that, if I still had more money that I couldn't use, I would hire a professor and get some textbooks.

86. The writer of this paragraph apparently believes that the most valuable part of higher education is provided by

- 86-1 the inspiration of great teachers.
- 86-2 independent reading.
- 86-3 association with other students.
- 86-4 close study of a few great books.
- 86-5 learning to smoke. . . . . 86( )

87. In this passage, the writer achieves a humorous effect by

- 87-1 making use of understatement.
- 87-2 expressing an unconventional point of view.
- 87-3 pretending that he has a great deal of money.
- 87-4 showing contempt for wealth.
- 87-5 implying that books are of no importance. . . . . 87( )

-----

- (1) History, of course, may repeat itself, and once
- (2) again an apparent capriciousness in nature may be
- (3) found, in the light of fuller knowledge, to arise out
- (4) of the inevitable operation of the law of cause and
- (5) effect. When we speak in terms of probabilities in
- (6) ordinary life, we merely show that our knowledge is

(Continued in next column)

(Continued from preceding column)

- (7) incomplete; we may speak of the odds on a horse,
- (8) while the owner knows that it has broken its leg.
- (9) In the same way, the appeal of the new physics to
- (10) probabilities may merely cloak its ignorance of the
- (11) true mechanism of nature.

88. As more knowledge is obtained, an increasing number of occurrences are explained in terms of

- 88-1 probabilities.
- 88-2 the capriciousness of nature.
- 88-3 events in ordinary life.
- 88-4 imaginative thinking.
- 88-5 cause and effect. . . . . 88( )

89. The owner mentioned in line 8 does not have to employ

- 89-1 cause and effect.
- 89-2 knowledge.
- 89-3 reasoning ability.
- 89-4 the facts about the horse.
- 89-5 probabilities. . . . . 89( )

90. The writer's main purpose is to point out that

- 90-1 explanations in terms of probability are usually wrong.
- 90-2 current explanations in terms of probability may be displaced.
- 90-3 history repeats itself in scientific matters.
- 90-4 explanations in terms of probability are usually complete.
- 90-5 explanations in terms of cause and effect are the only ones currently accepted. . . . . 90( )

\* \* \* \* \*

Do not go on to the next test until you are told to do so.

Number wrong	0	3	7	11	15	19	23	27	31	35	39	43	47	51	55	59	63	67	71
	2	6	10	14	18	22	26	30	34	38	42	46	50	54	58	62	66	70	+
Amount to be subtracted	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

Speed of Comprehension Score

Total number right \_\_\_\_\_

Subtract \_\_\_\_\_  
(See table above)

Raw Score = Difference \_\_\_\_\_

Scaled Score \_\_\_\_\_  
(See table on key)

Level of Comprehension Score

Number of completed scales \_\_\_\_\_

(1 if last item marked is 30, 31, ... 59;  
2 if last item marked is 60, 61, ... 89;  
3 if last item marked is 90)

Number right \_\_\_\_\_  
(on completed scales only)

Subtract \_\_\_\_\_  
(Look up in table at left amount to be subtracted corresponding to the number wrong on completed scales)

Raw Score = Difference \_\_\_\_\_

Scaled Score \_\_\_\_\_  
(See table on key under column corresponding to number of scales completed)

# MECHANICS OF EXPRESSION

## PART I: GRAMMATICAL USAGE

**(15 minutes)**

**Directions:** Read each sentence and decide whether there is an error in usage in any of the underlined parts of the sentence. If so, note the number printed under the **wrong** word or phrase, and put this number in the parentheses at the right. If there is **no** usage error in the sentence, put a zero (0) in the parentheses.

No sentence has more than one error, and some sentences do not have any errors. The sentences are to be judged on the basis of suitable usage for general written English.

*Samples:*

8. He says that he ain't coming home with us today. . . . .8( 2 )

In this sentence, ain't is wrong. The number printed below this word, 2, is therefore written in the parentheses.

9. She isn't ready to go home. . . . . 9( 0 )

In this sentence, there is no error in any of the underlined words. A zero is therefore written in the parentheses.

1. Tom spent that summer at the beach, where him and one of his classmates were employed as life guards. 1( )
2. They're grateful to him because he gave them help when they was in need of it. . . . . 2( )
3. She thinks George, not you, is the one who sent her them flowers. . . . . 3( )
4. A committee of the dramatic club is said to have chose a very interesting play for presentation in May. 4( )
5. Let them stay a little longer if they want to; let's us go home. . . . . 5( )
6. Twenty years ago he seen the danger of this course of action and warned against it. . . . . 6( )
7. I was not completely convinced by his insisting that it was them who were to blame. . . . . 7( )
8. He attributes his success to his custom of delegating as much authority as possible to people in who he has confidence. . . . . 8( )
9. We stopped at the next roadside stand we came to and John he went inside to get some sandwiches. . . . . 9( )
10. He could have taken part in the final match if he hadn't of been defeated in the preliminary contest. . 10( )
11. Something is got to be done immediately, for the situation is becoming worse, and there may not be another opportunity to correct these conditions. . . . . 11( )
12. A few days before the time that us employes had chosen for our annual picnic, a committee was appointed to make the necessary arrangements. . . . . 12( )
13. Mr. Green, like many others, has approached us on this question, but Alice and me really don't have anything to do with it. . . . . 13( )
14. When we were about three mile from the farm, a tire blew out, and we had to stop to put on the spare tire. . . . . 14( )
15. Before beginning to mix a cake, you should assemble all the ingredients that is called for in the recipe. 15( )
16. The engine of the wrecked plane had tore loose from the fuselage and sunk in twenty feet of water. . . 16( )
17. Men at all times have felt the need to fashion for themselves some kind of creed to live by. . . . . 17( )

**Go on to the next page.**



18. The Amateur Athletic Union allows the payment of the contestants' hotel and traveling expenses, but doesn't permit no reimbursement for time lost from work. . . . 18( )
19. They have decided to hire women for the inspection of small parts, a job at which they have proved more efficient than the men who they replace. . . . 19( )
20. My brother is two years older than I, but I never have to wear his outgrown clothes because I am taller than him. . . . 20( )
21. He asked whether the situation would of improved or seemed different if they had been better informed. 21( )
22. According to the seed catalogue, this here variety of beans is very well suited to the small vegetable garden. 22( )
23. The pleasure he took in the work and the helpful experience were his main incentives, but of course the fifty dollars were no small prize. . . . 23( )
24. The ill-fated plane snapped off tree tops for nearly half a mile before it burst into flames. . . . 24( )
25. If they would have known that the departure of all residents except wives and children of officers was entirely voluntary, they would have stayed. . . . 25( )
26. Most of this magazine is devoted to fiction, but there is usually two or three timely articles in each issue. 26( )
27. Every man, whether citizen or alien, must register their name and other information at the local board. 27( )
28. It was impossible to tell whom it was that had sent the package, as there was no return address on it. 28( )
29. Since the meeting began so late, there will not be time to allow each of the members to express their own opinion. . . . 29( )
30. It seems to we radio listeners that too many of the best programs are presented at the same time, and that there are many evenings when very little of interest is on the air. . . . 30( )
31. Barrett always use to leave his office at about six o'clock, but when I got there that day his secretary told me he had gone home a little after four. . . . 31( )
32. The amount of our liabilities has increased considerable in the last few months, according to the treasurer, and there is some question whether we can continue. . . . 32( )
33. Perhaps the greatest merit of this novel lays in the development of the two main characters and the portrayal of their effect on each other. . . . 33( )
34. He had to postpone making the purchase on account of he didn't have sufficient cash at the time. . . . 34( )
35. At this school for mountain boys and girls, the students pay for neither tuition or maintenance. . . . 35( )



54. Since everyone knows that my hobby is collecting postcards, each time that any one of my friends or relatives go on a trip, I am sure to receive at least one new postcard for my collection. . . . . 54( )
55. I think that a person will probably remember a book they have read much longer than a movie on the same subject. . . . . 55( )
56. The possibility of joint development of the resources of the Amazon and its tributaries by the United States and Brazil was the principle topic of discussion. . . . . 56( )
57. The organ grinder's monkey graciously excepted the coins we children offered, and politely tipped his hat. 57( )
58. This writer is one of the few authors of fiction who are distinguished for artistic integrity in the short story. 58( )
59. Mr. Kraft, whom we later learned had been a farmer himself for many years, said that the production of truck crops in the past few months has been much better than last year. . . . . 59( )
60. The experimental study and the occasional practical use of this vitamin during the past decade has given some promising results, but definite comment is withheld until additional data are available. . . . . 60( )

## PART II

## PUNCTUATION AND CAPITALIZATION

(15 minutes)

**Directions:** In the passages below, at each place where there is a number below the line of text, decide what punctuation, if any, is needed there. At the right of that line, in the group numbered to correspond to the place in the text, locate the punctuation you consider correct for that place. ("N" means "no punctuation.") Write the **number** of the correct choice in the parentheses at the right, as in the sample.

Sample:

We came home yesterday  
8  
9

8-1 N  
8-2 ,  
8-3 ; .....8( 1 )

9-1 N  
9-2 .  
9-3 ? .....9( 2 )

In the sample, at the place in the sentence marked 8, no punctuation is required. "N," meaning "no punctuation," is choice 1, so you would write 1 in the parentheses, as shown above. At the place marked 9, a period is needed. The period is choice 2, so you would write 2 in the parentheses.

An experiment in the grow-  
ing of the guayule plant  
1

1-1 N  
1-2 ,  
1-3 ; .....1( )

which may eventually prove  
2-1 N  
2-2 , .....2( )

to be a very important  
2 3  
3-1 N  
3-2 , .....3( )

source of rubber is being  
4

4-1 N  
4-2 ,  
4-3 ; .....4( )

conducted at Salinas Cali-  
5

5-1 N  
5-2 , .....5( )

fornia.

\* \* \* \* \*

A number of trucks will  
today begin moving 750 tons  
6

6-1 N  
6-2 n's  
6-3 ns' .....6( )

of equipment and office rec-  
ords of the Employees Com-  
pensation Commission from  
Washington to its new head-  
7

7-1 N  
7-2 t's  
7-3 ts' .....7( )

Go on to the next page.

quarters in New York. This  
agency which is the third  
large government bureau to  
be moved out of Washing-  
ton to provide more space  
for essential workers in the  
nations capital will bring  
500 employees. Although the  
moving of the equipment  
is scheduled for comple-  
tion this week the em-  
ployes will not begin work  
here until next week for  
it is realized that they  
will need some time to get  
settled.

\* \* \* \* \*

Theres a short cut you  
can take Mrs. Adams re-  
plied if you turn off the  
main highway just beyond  
the church but I dont  
think its a very good  
road

\* \* \* \* \*

8-1 N  
8-2 ,.....8( )  
9-1 N  
9-2 ,.....9( )  
10-1 N  
10-2 r's  
10-3 rs'.....10( )  
11-1 N  
11-2 n's  
11-3 ns'.....11( )  
12-1 N  
12-2 ,.....12( )  
13-1 N  
13-2 ,.....13( )  
14-1 N  
14-2 ,  
14-3 ;.....14( )  
15-1 N  
15-2 ,.....15( )  
16-1 N  
16-2 ,  
16-3 ;.....16( )  
17-1 N  
17-2 ".....17( )  
18-1 N  
18-2 e's  
18-3 es'.....18( )  
19-1 ,  
19-2 .  
19-3 ,"  
19-4 ,,".....19( )  
20-1 ,  
20-2 .  
20-3 ,"  
20-4 ,,".....20( )  
21-1 N  
21-2 ,.....21( )  
22-1 N  
22-2 n't  
22-3 nt'.....22( )  
23-1 N  
23-2 t's  
23-3 ts'.....23( )  
24-1 N  
24-2 .  
24-3 ,,".....24( )

Thursday night February  
25  
the first total eclipse  
of the moon for this year will  
occur. Astronomers from the  
Hayden Planetarium mem-  
bers of the Amateur As-  
tronomers Association and  
several other groups have  
established an observation  
post near Westbury.

\* \* \* \* \*

She stopped by the side  
of the car and turned  
to her companion I am  
afraid that I cant of-  
fer to give you a lift  
Henry she said I have  
to stop at my mothers  
house and its likely that  
she will want me to stay for  
a while

\* \* \* \* \*

25-1 N  
25-2 ,.....25( )  
26-1 N  
26-2 ,.....26( )  
27-1 N  
27-2 ,.....27( )  
28-1 N  
28-2 ,.....28( )  
29-1 N  
29-2 ,.....29( )  
30-1 N  
30-2 ,  
30-3 .  
30-4 ,"  
30-5 ,,".....30( )  
31-1 N  
31-2 n't  
31-3 nt'.....31( )  
32-1 N  
32-2 ,  
32-3 ,.....32( )  
33-1 ,  
33-2 .  
33-3 ,"  
33-4 ,,".....33( )  
34-1 ,  
34-2 .  
34-3 ,"  
34-4 ,,".....34( )  
35-1 N  
35-2 r's  
35-3 rs'.....35( )  
36-1 N  
36-2 t's  
36-3 ts'.....36( )  
37-1 N  
37-2 .  
37-3 ,,".....37( )

March is the month for	38-1 N	until this season any gar-	41-1 N
38	38-2 ,	41	41-2 ,
	38-3 ;.....38( )		41-3 ;.....41( )
deciding if one is ever to	39-1 N	dener who is a real en-	42-1 N
39	39-2 ,.....39( )	42	42-2 ,.....42( )
decide whether or not to	40-1 N	thusiast always starts plan-	43-1 N
40	40-2 ,.....40( )	43	43-2 ,.....43( )
have a vegetable garden. Of		ning his crops for next	
course only the laggard waits		year before this years har-	44-1 N
		44	44-2 r's
			44-3 rs' .....44( )
		vest is on the table.	45-1 N
		45	45-2 ,.....45( )

**Directions:** In the passages below, study each word that has a number printed under it, and decide whether the word should be capitalized. If you think the word should be capitalized, write *C* in the parentheses at the right opposite the number of the word; if you think the word should be written with a small letter, write *s* in the parentheses opposite the number of the word. Some words which should be capitalized do not have numbers under them. Do not worry about such words. You are to be concerned only with the numbered words.

*Sample:*

His name is henry.      8( s )  
8                      9      9( C )

Two offices in manhattan will	1( )	handful of spanish soldiers sailed	14( )
be open all day sunday, march	2( )	from cuba, landed on the mexi-	15( )
15, to receive income tax re-	3( )	can coast, fought their way to	16( )
turns and payments. a full staff	4( )	mexico city, took its ruler pris-	17( )
will be on hand at the head-	5( )	oner, and captured the city.	18( )
quarters for manhattan south of	6( )	John walked to the door with	19( )
twenty-third street, as well as	7( )	his guest. "let me know when	20( )
at the midtown office at 110	8( )	you are in town again, colonel	21( )
east forty-fifth street.	9( )	johnson," he said. "if I am not	22( )
In the book entitled "cortez	10( )	at home, my cousin will know	23( )
and the conquest of mexico," the	11( )	where you can reach me."	24( )
story is told of how a mere	12( )		
	13( )		

# PART III: SPELLING

(10 minutes)

**Directions:** In each of the items below, a word is spelled in two ways. Choose the correct spelling of the word, and put its number in the parentheses at the right, as in the samples. In a few items, both spellings given may be wrong. If neither spelling is correct, the space for that item should be left blank.

## Samples:

0-1 speling	14-1 hemisphere	29-1 syllable	45-1 aquainted
0-2 spelling.....0( 2 )	14-2 hemispere...14( )	29-2 syllable.....29( )	45-2 acquainted..45( )
00-1 right	15-1 vegatable	30-1 asociacion	46-1 separate
00-2 rihgt.....00( 1 )	15-2 vegetable...15( )	30-2 association..30( )	46-2 seperate....46( )
	16-1 asignment	31-1 analysis	47-1 consciousness
	16-2 assignment..16( )	31-2 annalysis ...31( )	47-2 consiousness 47( )
1-1 feild	17-1 burglar	32-1 hygiene	48-1 preperatory
1-2 field.....1( )	17-2 burgler.....17( )	32-2 hygene.....32( )	48-2 preparatory.48( )
2-1 cultivate	18-1 releive	33-1 vacancy	49-1 leasure
2-2 cultavate....2( )	18-2 relieve.....18( )	33-2 vacency....33( )	49-2 leisure.....49( )
3-1 alternating	19-1 commission	34-1 mattress	50-1 tyranny
3-2 altarnating...3( )	19-2 comission...19( )	34-2 mattress....34( )	50-2 tyranny....50( )
4-1 destination	20-1 tresurer	35-1 defered	51-1 permanant
4-2 destanation..4( )	20-2 treasurer....20( )	35-2 deferred....35( )	51-2 permanent..51( )
5-1 goverment	21-1 scholarship	36-1 allusion	52-1 wheather
5-2 government..5( )	21-2 scholership..21( )	36-2 alusion.....36( )	52-2 whether....52( )
6-1 quitely	22-1 circuit	37-1 ventalation	53-1 spontaneous
6-2 quietly.....6( )	22-2 circut.....22( )	37-2 ventilation..37( )	53-2 spontanious.53( )
7-1 greif	23-1 exercise	38-1 appreciate	54-1 recommend
7-2 grief.....7( )	23-2 excercise....23( )	38-2 apreciate....38( )	54-2 reccomend..54( )
8-1 marrige	24-1 imediatey	39-1 neutrality	55-1 compel
8-2 marriage.....8( )	24-2 immediately.24( )	39-2 nutrality....39( )	55-2 compell....55( )
9-1 rural	25-1 receivor	40-1 attendance	56-1 discription
9-2 rurel.....9( )	25-2 reciever.....25( )	40-2 attendance..40( )	56-2 description..56( )
10-1 business	26-1 sherrif	41-1 universaly	57-1 condense
10-2 buisness....10( )	26-2 sheriff.....26( )	41-2 universally..41( )	57-2 condence...57( )
11-1 unusal	27-1 secratary	42-1 excede	58-1 permissable
11-2 unusual....11( )	27-2 secretary....27( )	42-2 exceed.....42( )	58-2 permissible..58( )
12-1 utilaty	28-1 custody	43-1 comparitive	59-1 wintry
12-2 utility.....12( )	28-2 custedy.....28( )	43-2 comparative.43( )	59-2 wintry....59( )
13-1 elimenate		44-1 independence	60-1 symmetrical
13-2 elliminate...13( )		44-2 independance44( )	60-2 symetrical..60( )

If you finish this test before the time is up, you may not go back to the Reading Comprehension Test. Do not go on to the next test until you are told to do so.

Number wrong	0	2	5	8	11	14	17	20	23	26	29	32	35	38	41	44	47	50	53	56	59	62	65	68	71	74
Amount to be subtracted	1	4	7	10	13	16	19	22	25	28	31	34	37	40	43	46	49	52	55	58	61	64	67	70	73	76

Number right\_\_\_\_\_

Subtract  
(See table at left)

Raw Score = Difference\_\_\_\_\_

Scaled Score\_\_\_\_\_

(See table on key)

77	80	83	86	89	92	95	98	101	104	107	110	113	116	119	122	125	128	131	134	137	140
79	82	85	88	91	94	97	100	103	106	109	112	115	118	121	124	127	130	133	136	139	+
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47

## EFFECTIVENESS OF EXPRESSION

## PART I: SENTENCE STRUCTURE AND STYLE

(15 minutes)

**Directions:** Different versions of each passage of prose are given in the two columns below. In this part of the test, you will be asked to choose the better version of each section, and to answer certain questions about the sections. First, read quickly through Column 1 of the passage to get the meaning of the whole passage. Then read the directions below.

## Column 1

- A-1 { Housing seems to be as much  
of a problem in the bird world  
as it is among human beings.  
B-1 { A one-family bird house was in-  
spected by two pairs of bluebirds  
in a suburban garden the other day.  
C-1 { Both pairs liked it. Both decided  
to move in. But did they draw  
straws for priority? They did not!  
D-1 { The males haggled a bit, got no-  
where, then flew at each other,  
beak and claw, and fought it out.  
E-1 { The winner of the battle and his  
mate moving into the bird house,  
quite happy in their new home.

## Column 2

- A-2 { Housing, a problem in the bird  
world, is also quite a serious  
problem among human beings.  
B-2 { The other day two pairs of blue-  
birds inspected a one-family bird  
house in a suburban garden.  
C-2 { Both pairs liked it and they de-  
cided to move in, and they didn't  
draw straws for priority, no indeed.  
D-2 { The males haggled a bit. They got no-  
where. They flew at each other beak and  
claw. The matter was then fought out.  
E-2 { The winner of the battle and his mate  
moved into the bird house and are  
now quite happy in their new home.

Compare the two different versions of each lettered section as given in Columns 1 and 2 above, and answer each of the following questions by putting the number of the correct choice in the parentheses at the right.

- A. Section A is better expressed in  
A-1 Column 1.  
A-2 Column 2. . . . . A( )
- a. The **inferior** version of Section A is poor because  
a-1 emphasis is placed on the wrong part of the idea.  
a-2 the sentence is incomplete.  
a-3 two sentences are punctuated as if they were a single sentence.  
a-4 it is grammatically incorrect. . . a( )
- B. Section B is better expressed in  
B-1 Column 1.  
B-2 Column 2. . . . . B( )
- b. The **better** version of Section B is superior because  
b-1 the sentence begins with the subject.  
b-2 parallel structure is used to express parallel ideas.  
b-3 there is a better placing of modifiers.  
b-4 there is more variety of structure. . . . . b( )
- C. Section C is better expressed in  
C-1 Column 1.  
C-2 Column 2. . . . . C( )
- c. The **inferior** version of Section C is poor because  
c-1 there are too many short sentences.  
c-2 there are too many "ands."  
c-3 an incomplete sentence is incorrectly used.  
c-4 there is a lack of parallel structure. . . . . c( )
- D. Section D is better expressed in  
D-1 Column 1.  
D-2 Column 2. . . . . D( )
- d. The **inferior** version of Section D is poor because  
d-1 there are too many coordinate elements strung together.  
d-2 there is a lack of parallel structure.  
d-3 there are too many short sentences.  
d-4 there is less variety of structure than in the better version. . . d( )
- E. Section E is better expressed in  
E-1 Column 1.  
E-2 Column 2. . . . . E( )
- e. In the **inferior** version of Section E  
e-1 two sentences are separated only by a comma.  
e-2 the word order is awkward.  
e-3 there is an inappropriate connecting word.  
e-4 an incomplete sentence is incorrectly used. . . . . e( )

Go on to the next page.

Column 1

- F-1** { For the hiker who knows how to think and observe as he goes, there are many advantages in walking.
- G-1** { In the first place he is physically prevented from wasting his time and cluttering his mind in a great many ways that, we come to imagine, are inevitable or even pleasant or important.
- H-1** { While walking, a telephone or telegraph cannot reach you, nor can you reach anybody in those ways, which in itself is a great blessing.
- I-1** { You cannot play bridge or consult an astrologer, bet on a horse or go to a movie.
- J-1** { Health and happiness are offered you by walking, and an escape from the troubles of civilization are offered in compensation.

Column 2

- F-2** { There are many advantages in walking, the hiker must know how to think and observe as he goes.
- G-2** { There are a great many ways that, we come to imagine, are inevitable or even pleasant or important in which he might waste his time and clutter his mind but he is physically prevented from doing this.
- H-2** { While you are walking, you cannot be reached by telephone or telegraph, and you cannot reach anybody in those ways. That in itself is a great blessing.
- I-2** { Playing bridge is something you are unable to do, and consulting an astrologer is also impossible and betting on a horse or going to a movie are other things you cannot do.
- J-2** { In compensation, walking offers you health, happiness, and an escape from the troubles of civilization.

Compare the two different versions of each lettered section as given in Columns 1 and 2 above, and answer each of the following questions by putting the number of the correct choice in the parentheses at the right.

- F.** Section F is better expressed in  
 F-1 Column 1.  
 F-2 Column 2. . . . . F( )
- f.** In the **inferior** version of Section F  
 f-1 two sentences are separated only by a comma.  
 f-2 an incomplete sentence is used.  
 f-3 the reference of a pronoun is not clear.  
 f-4 the sentence is too rambling and wordy. . . . . f( )
- G.** Section G is better expressed in  
 G-1 Column 1.  
 G-2 Column 2. . . . . G( )
- g.** The **better** version of Section G is superior because  
 g-1 parallel structure is effectively used.  
 g-2 there is a greater variety of structure.  
 g-3 the arrangement of the sentence is clearer and more orderly.  
 g-4 emphasis is gained by repetition . . . . . g( )
- H.** Section H is better expressed in  
 H-1 Column 1.  
 H-2 Column 2. . . . . H( )
- h.** The **inferior** version of Section H is poor because  
 h-1 an incomplete sentence is incorrectly used.  
 h-2 there is weak and unnecessary use of a passive verb.  
 h-3 there is a dangling modifier.  
 h-4 inverted sentence order is used. h( )
- I.** Section I is better expressed in  
 I-1 Column 1.  
 I-2 Column 2. . . . . I( )
- i.** The **better** version of Section I is superior because  
 i-1 the idea is expressed more briefly.  
 i-2 there is greater variety of vocabulary.  
 i-3 greater emphasis is given by more complete expression.  
 i-4 the choice of words is more appropriate to the subject. . . . . i( )
- J.** Section J is better expressed in  
 J-1 Column 1.  
 J-2 Column 2. . . . . J( )
- j.** In the **inferior** version of Section J  
 j-1 a partial sentence is incorrectly used as a complete sentence.  
 j-2 there is a lack of parallel structure.  
 j-3 the choice of connecting words is poor.  
 j-4 there is weak and unnecessary use of passive verbs. . . . . j( )

Go on to the next page.



**Directions:** Read each of the following groups carefully; then decide which one of the four choices in each group is expressed most satisfactorily, and put the number of this best choice in the parentheses at the right of the group.

- 1-1 In the eighteenth century Benjamin Franklin was one of the commanding figures in science, and he was respected in the colonies and just as much in Europe for his studies in physics.
- 1-2 Benjamin Franklin was equally as much respected in Europe as in the colonies in the eighteenth century for his studies in physics and he was one of the commanding figures in science then.
- 1-3 Benjamin Franklin was one of the commanding figures in science in the eighteenth century, respected as much in Europe as in the colonies for his studies in physics.
- 1-4 One of the commanding figures in science in the eighteenth century being respected not only in the colonies but just as much in Europe for his studies in physics was Benjamin Franklin. . . . . 1( )
- 2-1 After holding the line up for some time while looking for his wallet, a ticket was finally purchased by the man who then departed for the proper entrance gate.
- 2-2 After holding the line up for some time while looking for his wallet, the man finally purchased his ticket and departed for the proper entrance gate.
- 2-3 A ticket was finally purchased by the man who, after holding the line up for some time while looking for his wallet, and then started off for the proper entrance gate.
- 2-4 The man looked for his wallet and held up the line for some time; and he finally purchased the ticket and then started off for the proper entrance gate. . . . . 2( )
- 3-1 Very few universities in America are now without one or more courses in statistics, and specialized training may be obtained in most statistical fields.
- 3-2 Very few universities in America now being without one or more courses in statistics, and specialized training may be obtained in most statistical fields.
- 3-3 Very few universities in America are now without one or more courses in statistics, specialized training being able to be obtained in most statistical fields.
- 3-4 One or more courses in statistics are given in all but very few universities in America and specialized training being obtainable in most statistical fields. . . . . 3( )
- 4-1 A young engineer has perfected a type of automatic radio, which, when installed in a lifeboat, can be adjusted by the merest novice so as to signal continuously the precise location of the lifeboat.
- 4-2 A type of automatic radio has just been perfected by a young engineer, which can be adjusted by the merest novice, when installed in a lifeboat, so as to signal continuously the precise location of the lifeboat.
- 4-3 The merest novice can adjust the automatic radio just perfected by a young engineer, so as to signal continuously the precise location of the lifeboat it is installed in.
- 4-4 A young engineer has just perfected a type of automatic radio, which, having been installed in a lifeboat, can be adjusted by the merest novice so as to signal continuously the precise location of the lifeboat. . 4( )

Go on to Part II.

## PART II: ACTIVE VOCABULARY

(10 minutes)

**Directions:** Each sentence below describes a certain word. The number in parentheses shows how many letters there are in the word. You are to think of the exact word which best fits the sentence and find its first letter among the choices given below the sentence. Put the number of this initial letter in the parentheses at the right.

Do not spend too much time on any one item; if you cannot think of the right word, go on to the next item.

**Sample:**

0. The thin cutting part of an instrument, as of a knife or sword, is called its -(5)-.
- 0-1 A
- 0-2 B
- 0-3 C
- 0-4 D
- 0-5 E . . . . . 0( 2 )

The 5-letter word referred to in the sample sentence is "BLADE." The first letter of the word, B, is choice 2. The number 2 has therefore been written in the parentheses.

- |  |   |
|--|---|
| 1. The load carried by a ship is called a -(5)-. | 2. Something which is bought cheaply may be called a -(7)-. |
| 1-1 B  | 2-1 B   |
| 1-2 C  | 2-2 C   |
| 1-3 D  | 2-3 D   |
| 1-4 F  | 2-4 F   |
| 1-5 G . . . . . 1( )                             | 2-5 G . . . . . 2( )  |

Go on to the next page.

3. When two objects run into and strike each other, they are said to -(7)-.  
3-1 B  
3-2 C  
3-3 D  
3-4 E  
3-5 F . . . . . 3( )
4. The act of intentionally setting fire to a house is called -(5)-.  
4-1 A  
4-2 B  
4-3 C  
4-4 D  
4-5 E . . . . . 4( )
5. A word meaning the opposite of a given word is called its -(7)-.  
5-1 A  
5-2 B  
5-3 C  
5-4 D  
5-5 E . . . . . 5( )
6. A nation which is engaged in warfare is called a -(11)-.  
6-1 B  
6-2 C  
6-3 D  
6-4 F  
6-5 G . . . . . 6( )
7. Money which is given in addition to an agreed compensation for services is called a -(5)-.  
7-1 B  
7-2 C  
7-3 D  
7-4 F  
7-5 G . . . . . 7( )
8. Anything that is neither very good nor very bad may be called -(8)- (*adjective*).  
8-1 J  
8-2 K  
8-3 L  
8-4 M  
8-5 N . . . . . 8( )
9. A substance that breaks easily into small bits may be said to be -(7)- (*adjective*).  
9-1 A  
9-2 B  
9-3 C  
9-4 D  
9-5 E . . . . . 9( )
10. An expressive movement of the arms and hands is called a -(7)-.  
10-1 C  
10-2 D  
10-3 F  
10-4 G  
10-5 H . . . . . 10( )
11. A race or succession of kings of the same family is called a -(7)-.  
11-1 B  
11-2 C  
11-3 D  
11-4 F  
11-5 G . . . . . 11( )
12. A word meaning *opponent* is -(9)-.  
12-1 A  
12-2 B  
12-3 C  
12-4 D  
12-5 E . . . . . 12( )
13. When you bring another person to agree with your belief, you may be said to -(8)- him.  
13-1 B  
13-2 C  
13-3 D  
13-4 E  
13-5 F . . . . . 13( )
14. A noun meaning tiresome sameness is -(8)-.  
14-1 I  
14-2 J  
14-3 K  
14-4 L  
14-5 M . . . . . 14( )
15. An adjective meaning pertaining to a town or city is -(5)-.  
15-1 S  
15-2 T  
15-3 U  
15-4 V  
15-5 W . . . . . 15( )
16. A person who is grasping and greedy for wealth may be said to be -(10)-.  
16-1 A  
16-2 B  
16-3 C  
16-4 D  
16-5 E . . . . . 16( )
17. An adjective meaning everlasting, continuing forever, is -(9)-.  
17-1 M  
17-2 N  
17-3 O  
17-4 P  
17-5 Q . . . . . 17( )
18. Enthusiastic tribute or applause may be called an -(7)-.  
18-1 A  
18-2 E  
18-3 I  
18-4 O  
18-5 U . . . . . 18( )
19. An adjective meaning complicated and involved is -(9)-.  
19-1 E  
19-2 F  
19-3 G  
19-4 H  
19-5 I . . . . . 19( )
20. A verb meaning to remove and get rid of is -(9)-.  
20-1 B  
20-2 C  
20-3 D  
20-4 E  
20-5 F . . . . . 20( )
21. A verb meaning to make easier is -(10)-.  
21-1 D  
21-2 E  
21-3 F  
21-4 G  
21-5 H . . . . . 21( )
22. A verb meaning to undergo violent internal agitation is -(6)-.  
22-1 Q  
22-2 R  
22-3 S  
22-4 T  
22-5 U . . . . . 22( )
23. A verb meaning to count off, one by one, is -(9)-.  
23-1 A  
23-2 B  
23-3 C  
23-4 D  
23-5 E . . . . . 23( )
24. An adjective meaning occurring at regular intervals is -(8)-.  
24-1 M  
24-2 N  
24-3 O  
24-4 P  
24-5 Q . . . . . 24( )
25. A person who is extremely thin may be said to be -(9)-.  
25-1 B  
25-2 C  
25-3 D  
25-4 E  
25-5 F . . . . . 25( )

## PART III: ORGANIZATION

(15 minutes)

**Directions:** Read each of the following groups of sentences, and decide what would be the **best order** in which to put the sentences, to form a well-organized paragraph. Write the letters of the sentences in **this best order** on a piece of scratch paper. Then answer the questions below each group by putting in the parentheses at the right the **number** of the best answer, according to the order you have chosen.

## Items 1-4:

- A. At the Immigrant's Hotel in Buenos Aires, food and lodging are furnished free for five days.  
 B. Their choice has been facilitated by movies showing the respective advantages of the different states, with descriptions in the settlers' own languages.  
 C. At the end of their five days' visit, settlers are furnished free transportation to any part of the Republic they wish.  
 D. Argentina is today the immigrant's land of promise.

1. If the four sentences above were arranged in the best order, Sentence A would be placed  
 1-1 first.  
 1-2 directly after B.  
 1-3 directly after C.  
 1-4 directly after D. . . . . 1( )
2. Sentence B would be placed  
 2-1 first.  
 2-2 directly after A.  
 2-3 directly after C.  
 2-4 directly after D. . . . . 2( )
3. Sentence C would be placed  
 3-1 first.  
 3-2 directly after A.  
 3-3 directly after B.  
 3-4 directly after D. . . . . 3( )
4. Sentence D would be placed  
 4-1 first.  
 4-2 directly after A.  
 4-3 directly after B.  
 4-4 directly after C. . . . . 4( )

## Items 5-9:

- A. As they develop and begin to crowd in the row, every other plant may be cut and used.  
 B. Transfer the plants to the garden as early as the soil can be prepared, spacing the plants six inches apart.  
 C. This will allow ample space for the remaining plants to develop a good growth.  
 D. Swiss chard may be grown in any well-drained garden soil.  
 E. For an early spring crop, sow the seeds in flats three weeks before planting outdoors.

5. If the five sentences above were arranged in the best order, Sentence A would be placed  
 5-1 first.  
 5-2 directly after B.  
 5-3 directly after C.  
 5-4 directly after D.  
 5-5 directly after E. . . . . 5( )

6. Sentence B would be placed  
 6-1 first.  
 6-2 directly after A.  
 6-3 directly after C.  
 6-4 directly after D.  
 6-5 directly after E. . . . . 6( )

7. Sentence C would be placed  
 7-1 first.  
 7-2 directly after A.  
 7-3 directly after B.  
 7-4 directly after D.  
 7-5 directly after E. . . . . 7( )

8. Sentence D would be placed  
 8-1 first.  
 8-2 directly after A.  
 8-3 directly after B.  
 8-4 directly after C.  
 8-5 directly after E. . . . . 8( )

9. Sentence E would be placed  
 9-1 first.  
 9-2 directly after A.  
 9-3 directly after B.  
 9-4 directly after C.  
 9-5 directly after D. . . . . 9( )

## Items 10-13:

- A. The apartment invasion has even penetrated into the suburbs, usually regarded as the citadel of the private home.  
 B. The decline of the private residence in our urban life is no longer news.  
 C. However, the great majority of American families still live under their individual roofs.  
 D. The deserted private palaces on Fifth Avenue are eloquent though silent witnesses of this trend.

10. If the four sentences above were arranged in the best order, Sentence A would be placed  
 10-1 first.  
 10-2 directly after B.  
 10-3 directly after C.  
 10-4 directly after D. . . . . 10( )

11. Sentence B would be placed  
 11-1 first.  
 11-2 directly after A.  
 11-3 directly after C.  
 11-4 directly after D. . . . . 11( )

12. Sentence C would be placed  
 12-1 first.  
 12-2 directly after A.  
 12-3 directly after B.  
 12-4 directly after D. . . . . 12( )

13. Sentence D would be placed  
 13-1 first.  
 13-2 directly after A.  
 13-3 directly after B.  
 13-4 directly after C. . . . . 13( )

Go on to the next page.

Items 14-18:

- A. When the Turks arrived on the ground he had left, his own guns had the exact and deadly range.
- B. As he ran, he counted every one of his steps.
- C. By a miracle he was not touched—and this would have been enough for any ordinary man.
- D. But not for Lawrence.
- E. Colonel T. E. Lawrence once had to run for his life under the concentrated fire of Turkish machine guns.

14. If the five sentences above were arranged in the best order, Sentence A would be placed

- 14-1 first.
- 14-2 directly after B.
- 14-3 directly after C.
- 14-4 directly after D.
- 14-5 directly after E. . . . . 14( )

15. Sentence B would be placed

- 15-1 first.
- 15-2 directly after A.
- 15-3 directly after C.
- 15-4 directly after D.
- 15-5 directly after E. . . . . 15( )

16. Sentence C would be placed

- 16-1 first.
- 16-2 directly after A.
- 16-3 directly after B.
- 16-4 directly after D.
- 16-5 directly after E. . . . . 16( )

17. Sentence D would be placed

- 17-1 first.
- 17-2 directly after A.
- 17-3 directly after B.
- 17-4 directly after C.
- 17-5 directly after E. . . . . 17( )

18. Sentence E would be placed

- 18-1 first.
- 18-2 directly after A.
- 18-3 directly after B.
- 18-4 directly after C.
- 18-5 directly after D. . . . . 18( )

Items 19-23:

**Directions:** Each of the lettered statements below summarizes a paragraph in an essay. Decide what would be the best order in which to arrange the paragraphs represented by the statements. Write the letters of the statements in this best order on a piece of scratch paper. Then answer the questions below the statements by putting in the parentheses at the right the number of the best answer, according to the order you have chosen.

- A. The life of ninety-nine percent of the Egyptians was completely interwoven with the seasons, and the seasons are the most traditional thing in the whole world.
- B. And so the Egyptian accepted "tradition" in his art as he accepted tradition in his daily existence—as the beginning and end of self-preservation.
- C. An outstanding characteristic of the art of the Egyptians is their respect for tradition.
- D. In order to keep track of the seasons, the Egyptians had made a profound study of the heavens, and the stars in their courses are a close rival of the seasons when it comes to regularity and tradition.
- E. They came naturally by this respect.

19. The paragraph summarized in A would be placed

- 19-1 first.
- 19-2 directly after B.
- 19-3 directly after C.
- 19-4 directly after D.
- 19-5 directly after E. . . . . 19( )

20. The paragraph summarized in B would be placed

- 20-1 first.
- 20-2 directly after A.
- 20-3 directly after C.
- 20-4 directly after D.
- 20-5 directly after E. . . . . 20( )

21. The paragraph summarized in C would be placed

- 21-1 first.
- 21-2 directly after A.
- 21-3 directly after B.
- 21-4 directly after D.
- 21-5 directly after E. . . . . 21( )

22. The paragraph summarized in D would be placed

- 22-1 first.
- 22-2 directly after A.
- 22-3 directly after B.
- 22-4 directly after C.
- 22-5 directly after E. . . . . 22( )

23. The paragraph summarized in E would be placed

- 23-1 first.
- 23-2 directly after A.
- 23-3 directly after B.
- 23-4 directly after C.
- 23-5 directly after D. . . . . 23( )

**Directions:** Items a through y are unorganized notes, such as might be taken during the reading of several articles on 4-H Clubs. The questions below the list of items deal with the way you would organize the items if you were making an outline from these notes, in preparing to write a paper on the subject. First read quickly through the entire list of items. Then answer the questions below by putting the number of the correct choice in the parentheses at the right.

#### 4-H Clubs

- a. Farm boys and girls between the ages of 10 and 20
- b. Improvement of Head, Hands, Heart, Health
- c. Projects in agriculture and home economics
- d. Development of efficiency on farm or in farm home
- e. To stabilize economic position of agriculture
- f. Social and recreational features
- g. Business training classes
- h. To give to individual boy or girl an opportunity for development and economic gain
- i. Fostered by National Committee on Boys' and Girls' Club Work
- j. Annual national events
- k. Conducted by local leaders
- l. 4-H Club Summer Camp
- m. 4-H Club Congress
- n. Derivation of club name
- o. Local groups affiliated through county councils
- p. No national federation of 4-H Clubs
- q. Clubs usually organized on community basis
- r. Associated with national agricultural extension system
- s. 1,400,000 members in 78,600 clubs throughout United States and territories
- t. Farmers and housewives trained for leadership
- u. Former members acquainted with club routine
- v. Popularity of 4-H Clubs in Middle West
- w. Cooperation of state agricultural colleges
- x. Over 1,000,000 demonstrations each year
- y. Supervised by county extension agents

24. If items b, d, e, and h are included in one section of the paper, which one of the following would be the best heading for that section?
- 24-1 Origin and development
  - 24-2 Qualifications of officers
  - 24-3 Purpose
  - 24-4 Activities
  - 24-5 Derivation of club name . . . 24( )

25. If items a and s are included in one section of the paper, which one of the following would be the best heading for that section?
- 25-1 Membership and extent
  - 25-2 Eligibility for membership
  - 25-3 Advantages of training received
  - 25-4 4-H Club annual awards
  - 25-5 National agricultural extension system . . . 25( )

26. Items o, p, q, and w, should be arranged under the heading
- 26-1 Value of 4-H Club work to country
  - 26-2 Membership and extent
  - 26-3 Constitution and by-laws
  - 26-4 Organization and leadership
  - 26-5 Leaders serve without pay . . 26( )

27. If items c, f, g, and j are included in one section of the paper, which one of the following would be the best heading for that section?
- 27-1 Election of officers
  - 27-2 Activities
  - 27-3 Purpose
  - 27-4 4-H Club work in our own community
  - 27-5 Famous 4-H Club leaders . . . 27( )

28. Items l and m should be included as subtopics under the item
- 28-1 Development of efficiency on farm or in farm home
  - 28-2 1,400,000 members in 78,600 clubs throughout United States and territories
  - 28-3 Farm boys and girls between the ages of 10 and 20
  - 28-4 Business training classes
  - 28-5 Annual national events . . . 28( )

29. Suppose that, in a first draft of the outline, you have arranged items i, k, t, u, and y under a heading as follows:
- II. Organization and leadership
- A. Fostered by National Committee on Boys' and Girls' Club Work
  - B. Conducted by local leaders
  - C. Farmers and housewives trained for leadership
  - D. Former members acquainted with club routine
  - E. Supervised by county extension agents

This arrangement would be improved by

- 29-1 putting the item shown as "E" between A and B.
- 29-2 putting the item shown as "A" between D and E.
- 29-3 putting the item shown as "D" first.
- 29-4 putting the item shown as "E" between B and C.
- 29-5 putting the item shown as "C" first . . . 29( )

30. The arrangement could be further improved by
- 30-1 changing items C and D to subtopics under A.
  - 30-2 changing items B and C to subtopics under A.
  - 30-3 changing items C and D to subtopics under B.
  - 30-4 omitting item A.
  - 30-5 using item E as a subtopic under D. . . . . 30( )

If you finish this test before the time is up, you may not go back to a preceding test.

Number right \_\_\_\_\_

Subtract  
(See table at left)

Raw Score = Difference \_\_\_\_\_

Scaled Score  
(See table on key)

Number wrong	0	2	5	8	11	14	17	20	23	26	29	32	35	38	41	44	47	50	53	56	59
	1	4	7	10	13	16	19	22	25	28	31	34	37	40	43	46	49	52	55	58	+
Amount to be subtracted	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

APPENDIX 2  
TABULATED ORAL READING CHECK LIST

An Oral Reading  
Check List  
Taken from Harris, How To Increase Reading Ability

1. Comparison with silent reading

- . . . a. Oral reading poorer than silent
- . . . b. Oral reading faster than silent
- . . . c. Comprehension poorer after oral

2. Fluency

- . . . a. Word by word reading
- . . . b. Monotone: lack of meaningful inflection
- . . . c. Ignores punctuation
- . . . d. Phrases poorly
- . . . e. Hesitations
- . . . f. Repetitions
- . . . g. Very slow
- . . . h. Rapid and jerky
- . . . i. Loses place

3. Word recognition, general

- . . . a. Small sight vocabulary
- . . . b. Errors on very common words
- . . . c. Unsuccessful in solving unknown words
- . . . d. Inserts words that are not there
- . . . e. Omits words
- . . . f. Skips lines

4. Use of context

- . . . a. Excessive guessing from context
- . . . b. Fails to use context as word recognition aid
- . . . c. Substitutes words of similar appearance, different meaning
- . . . d. Substitutes words of similar meaning
- . . . e. Omits or skips unknown words
- . . . f. Makes errors which spoil or change meaning
- . . . g. Makes errors which produce nonsense
- . . . h. Reads words correctly in context which he misreads in isolation

5. Attack on unknown words

- . . . a. Spells
- . . . b. Attempts to sound out: . . . single letters . . .  
phonograms . . . syllables . . .
- . . . c. Uses configuration, size and shape
- . . . d. Attends mainly to one part of the word: . . . beginning . . .  
middle . . . end
- . . . e. Uses structural analysis: . . . prefixes . . . roots  
. . . endings
- . . . f. Lacks flexibility in word attack
- . . . g. No method of word attack

6. Specific difficulties in word attack

- . . . a. Lacks auditory discrimination
- . . . b. Unable to blend
- . . . c. Unclear visual perception
- . . . d. Reversal tendency
- . . . e. Letter confusions
- . . . f. Gaps in phonic knowledge: . . . consonants . . . consonant  
blends . . . short vowels . . . long vowels . . . diphthongs  
. . . word families . . . syllabication . . . prefixes  
. . . suffixes

7. Use of voice

- . . . a. Enunciation generally poor
- . . . b. Leaves off or slights word endings
- . . . c. Slurs and runs words together
- . . . d. Sound substitutions
- . . . e. Stuttering or cluttered speech
- . . . f. Voice sounds nervous or strained
- . . . g. Volume: . . . too loud . . . too soft
- . . . h. Pitch: . . . too high . . . too low
- . . . i. Peculiar cadence

8. Postural habits

- . . . a. Holds book too close
- . . . b. Posture poor while reading
- . . . c. Moves head while reading
- . . . d. Book held unsteadily
- . . . e. Points with finger



APPENDIX 3  
TABULATED QUESTIONNAIRE RESPONSES

The enclosed questionnaire is being circulated to get material for current research at the master's degree level. The student is eager to complete her thesis in time for the June Convocation.

If you have responded to the questionnaire, your response is gratefully appreciated and you are asked to disregard it. If you have not responded to the questionnaire, please complete the enclosed one and return it to Mrs. C. K. Farris or Mrs. Jean Smith, Campus, Mail on or before March 15, 1962.

Thank you for your cooperation and participation.

## Student Reading and Study Skills

(A Check List for Students Not Enrolled in Reading)

(The questions in the check list below are designed to find out the degree to which students are receiving instruction in the various techniques of certain reading study skills. They are also intended to discover points of emphasis in the instruction of these techniques.)

Please put an "X" in the column most nearly approximating your true response to the questions.)

	In All Classes	In Some Classes	No
1. Have you been taught the necessity for identifying new vocabulary?			
2. Have you been shown or taught ways to identify technical vocabulary in your classes?			
3. Do your teachers show you ways to improve your comprehension skills?			
4. Have your teachers told you ways for improving your vocabulary in their subject area?			
5. Have you heard your teachers use new words in lectures or discussions?			
6. Have you been shown how to be more selective in your choice of readings in a subject area or areas?			

7. Have you been shown how to read and listen purposefully?
8. Do your teachers demonstrate to you how to distinguish unrelated information from pertinent facts?
9. Have you been shown ways to distinguish fact from opinion and the values of both?
10. Have you been taught how to analyze, react to, reflect upon, and criticize information you read and hear?
11. Have you been shown how to locate relevant materials in any of your classes?
12. Have your teachers shown you or spent time in acquainting you with particular references used in their courses?
13. Do your teachers discuss with you the reading skills necessary for different types of reading materials in their classes?
14. Have your teachers discussed with you the nature of the texts and accompanying materials used in their class or classes?
15. Do your teachers require all students in the same class to read from the same text and do the same work?
16. Have you been shown by your teachers specific ways for studying?
17. Do your teachers stress the importance of a planned schedule for studying?

[illegible]

18. Have you been shown how to take notes?

19. Do your teachers give brief introductions or explain new assignments to you?

20. Do your teachers state the exact requirements of an assignment to you?

21. Did your teachers tell you at the beginning of the year specific skills that were necessary for successful achievement in their courses?

22. Have your teachers shown you how to prepare for and take tests?

23. Do your teachers tell you the type of examination that will be given so that you may study accordingly?

In All Classes	In Some Classes	No

Could you benefit from a course in reading?

Yes      No

In what ways do you think a reading course could be of help to you?

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

Student Reading and Study Skills  
(A Check List for Teachers)

(The questions in the check list below are designed to find out the degree to which teachers in the content areas use various techniques in the development of certain reading and study skills. They are also intended to discover points of emphasis in the use of these techniques.

Please put an "X" in the column most nearly approximating your use of the techniques listed below.

	At all times	Most of the time	Seldom	In rare instances	Never
1. Do you find it necessary to identify new vocabulary in your special subject or areas?					
2. Do you find it necessary to identify technical vocabulary in your special subject area or areas?					
3. Have you found it helpful to give guidance in the development of reading comprehension skills in your subject area?					
4. Are there times when you find it necessary to suggest specific ways for developing vocabulary peculiar to the area studied?					

- [illegible]

[illegible]

13. Have you found it helpful to discuss with students the reading skills necessary for different types of reading materials?
14. Do you find it necessary and helpful to discuss with the class the nature of the texts and accompanying materials used in courses?
15. Do you find it necessary to give reference material designed to furnish needed background, broad understanding and greater depth in the subject area?
16. Have you found it helpful to utilize varying levels of materials in order to provide for the different reading abilities of your students?
17. Do you find it necessary to explain and outline specific steps in how-to-study?
18. Have you stressed the importance of a planned schedule for studying?
19. Have you found it helpful to aid students in note taking?
20. Do you find it helpful to give brief introductions to new assignments which help students to relate their previous learnings or experiences?

[illegible]



21. Do you find it necessary to state exactly what is required of students as they carry out the assignment?
22. Do you find it effective to spend time at the beginning of each academic year acquainting students with specific and/or particular skills necessary for achievement in courses?
23. Have you found it helpful to provide guidance in how to prepare for and take tests?
24. If you give objective type examinations, do you find it necessary to discuss with students the importance of wide and detailed reading in preparation for them?
25. If you give essay type examinations, do you make written comments which emphasize the importance of utilizing certain reading skills in preparation for them?
26. Are there times when you find it helpful to tell students the type of examinations to be given so that they may study accordingly?

At all times	Most of the time	Seldom	In rare instances	Never

Do you think reading guidance should be provided for all freshmen?

Yes

No

What additional services do you think the reading program could provide as an aid to your subject area?

1. \_\_\_\_\_  
 \_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

Area(s) in which you teach \_\_\_\_\_  
\_\_\_\_\_